



***A STUDY OF THE PERSONALITY CORRELATES OF
INTRA-INDIVIDUAL-DIFFERENCES OF OVER AND
UNDER-ACHIEVERS IN DIFFERENT SCHOOL SUBJECTS***

DISSERTATION

**SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF**

Master of Philosophy

IN

EDUCATION

By

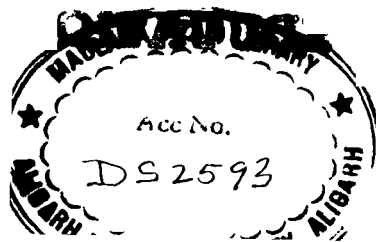
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C E R T I F I C A T E

This is to certify that the dissertation entitled
"A STUDY OF PERSONALITY CORRELATES OF INTRA
INDIVIDUAL DIFFERENCES OF OVER AND UNDER ACHIEVERS
IN DIFFERENT SCHOOL SUBJECTS submitted by **Ms Seema
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contribution. She prepared this dissertation under my
guidance and supervision.

I consider this dissertation fit for submission for the
degree of M.Phil. in Education.

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ACKNOWLEDGEMENT

I offer my heartiest thanks and deeply felt gratitude to my supervisor Dr. Najmul Haq Reader, Deptt. of Education, Aligarh Muslim University, Aligarh for his constant inspiration and keen interest. His intellectually stimulating discussions and suggestions made my deliberation quite easy interesting and inspiring.

I am grateful to Prof. Ali Akhtar Khan Dept. of Education, Aligarh Muslim University, Aligarh for his moral support and various suggestions from which I have been greatly benefitted.

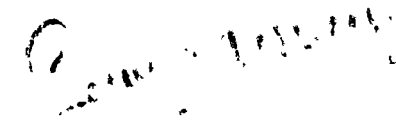
My deeply felt thanks goes to Prof. M.S. Khan, who not only initiated me in this work but has also been a source of constant inspiration.

I am also obliged to Dr. C.P.S. Chauhan for his enlightening guidance at certain point in statistical treatment of the data.

My greatest thanks goes to the Principals and Staff of A.M.U. High Schools for providing me

invaluable help and necessary facilities for administering the questionnaire.

I shall shun from my duty if I do not express thanks to my friends who provided me all the necessary help and cooperation at the needed time.

A handwritten signature in dark ink, appearing to read 'Seema Parveen', is written above the printed name.

(MISS SEEMA PARVEEN)

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CHAPTER ONE

INTRODUCTION

The identification of individual differences is vitally important for providing appropriate educational as well as vocational guidance for the best utilization of the abilities in the growth and advancement of a society in different dimensions of life. What is even more important is to recognise the differences of abilities and powers existing within the individual. This becomes imperative from the point of view of the placement of an individual, be it academic or vocational. It is a pathetic story that neither teachers nor vocational examiners administrators and those who are at the helm of affairs give any recognition to intra-individual differences. The net result is the loss of human resource, in the sense that neither the high abilities areas are explored which can be utilized to the maximum for the benefit of the nation, nor are the weak areas identified, which can be remedied and raised upto to the reasonably expected level. By applying averaging techniques the excellence goes unappreciated and backwardness goes ignored and untreated. Such cases of intra individual differences get a distorted representation of their academic

performance by this averaged scores which make them stand in the middle of their excellence in one subject and their poor performance in another.

For a country like India's magnitude, where 100% literacy is yet to make in roads such loss of human resource is a big tragedy. This gigantic problem has to be looked into. As a developing country. India can ill afford to waste human talent and its limited resources. It becomes the moral responsibility of the teachers, administrators, counsellors to provide help and to look into the areas of Intra Individual Difference (IID) cases.

The concern of intra individual difference, arises from an increasing awareness of individual abilities of different magnitude within the individual, a few reports, that are available, concerning single individual possessing abilities of different level are very provoking for the research workers. Hull was one of the earliest investigators to compare variability among persons in trait measures. The extent of such intra individual differences has been summarized by W.W. Cook (P. 143) in these words,

— "trait variability in the typical individual is 80 percent as great as individual variability in his age

group; trait differences are normally distributed. Some individuals are twice as variable as others, and there is no relationship between general level of ability and the amount of trait variability".

It is now a well known fact that intelligence is the single most important factor accounting for variations in academic achievement that is it plays a major role in causing differences among individual with regard to academic achievement Taylor (1979) has pointed out, more intelligent children tend to get better grades in school, remains in school longer and have positive attitude towards school. So there may be chances for achieving high for them.

It has by now become an established fact that intelligence and academic achievement are closely related to each other, as it has been evidenced by a very large number of investigations (McCandless et al 1972, Thakur 1972, Chandra 1975, Lalithama 1975, Crano et al. 1979, Kevin 1979, Roberge & Flexer 1981, Yule et al. 1982, Knare Jo Anne 1985, Sinha, Trivedi & Gupta 1989). It can be safely said that intelligence is the most important predictor of academic achievement.

However, the relationship between the two variables i.e. intelligence and achievement has never been found to be perfect. A chunk of population has in such a studies always remained unpredicted that is either the subjects have fallen above or below their predicted levels. This kind of discrepant achievement was realised by the early workers in the field like Pinter (1922), Peters (1926) and Burt (1937) also, but they failed to identify exactly what caused the failure of prediction in such cases. Believing in the perfect relationship between intelligence and achievement, they held some methodological error in itself as responsible for the failure of predictors. However, it was Burt (1937) who indicated the role of schools in contributing towards the over and under achievement of the pupils caused by the "Push and Pull" force of the school since that time the research workers have been trying to find out factors responsible for discrepant achievement going unpredicted by intelligence. It does not however, necessarily follow that intelligence and achievement are not identical that one cannot be predicted perfectly and completely from the other, perfect prediction fails either because of inadequacy of the tools employed in measuring the two variables or

because there are other factors which might be contributing to the lack of perfect prediction.

As relevant literature as well as large body of research data are available demonstrating the influence of non cognitive factors particularly of certain personality characteristics on academic performance. A large number of studies were carried out to find out the extent of relationship between academic achievement and different dimensions of personality Anxiety (Rai, 1974, Maria 1974, Vora 1978, Traub 1984) Adjustment (Shrivastava 1967, Sharma 1972, Saxena 1972, Kumarwat (1984) Need-achievement (Rai 1963, Koul 1978, Ruhland Gold and Flex 1978) Study habit (Varanasi 1970, Saxena 1972) some investigators found the relationship between environmental climate and scholastic achievement (Curry 1961, Tieglund et al. 1966, Jain et al. 1985). These explorations did reveal quite significant relationship between academic achievement and certain personality factors as well as certain environmental factors.

Many a research work has been done in this field with conceptual and methodological misconception. The workers tried to find the

the personality characteristics of high and low achiever but perhaps due to some misunderstanding referred them as over and under achievers. Some research workers in this field have derived the individual discrepancies from the group achievement mean score and dubbed as over and under achievement (Persley et al. 1964, Jarvis 1965) Many other investigators calculated the discrepant achievement from a single comparison between ability and achievement scores (Curry 1961) some other investigator worked out over and under achievement following some arbitrary norm for their studies (Jaygopal 1974, Tondon 1979).

As these studies provided, quite considerable data on the relationship of personality and achievement, did not study the phenomenon of over and under achievement as it stands for.

A research work demands a clear conception of the phenomenon from both the definitive and methodological point of view. As stressed by Thorndike over and under achievement should be defined in terms of actual achievement from the predicted achievement "predicted upon the basis of the regression equation between aptitude and achievement" (Thorndike 1963, p.13)

on the basis of intelligence the most important predictor of achievement, the over achievement would refer to positive discrepancy and under achievement to negative discrepancy of the actual achievement from the predicted value.

Thus after 1963 when Thorndike clarified the conceptual and methodological phenomenon of over and under achievement many a research workers explored the nonintellectual factors i.e. tried to find out the personality characteristics of over and under achievers (Gworonski 1965, Pal 1970, Bhaduri 1971, Phaliwal 1971, Sharma 1972, Menon 1973, Parsi 1973, Abraham 1974, Vishnoi 1975, Beedawant 1976, Negpal 1979, Jahan 1985, Haq 1987, Swarup 1989, Neog 1990, Tzelgov 1990).

These studies on discrepant academic achievement discovered some personality factors like better adjustment, emotional stability, obedience, soberiety, academic interest, confidence in oneself going with over achievers, poor, adjustment, anxiety emotional instability gay and poor study habits with under-achievers.

Though these few studies have definitely made a break through in the area of personality factors going with over and under achievers. But they have

completely ignored the possible intra-individual differences in academic achievement. Some investigators have empirically observed the intra-individual-differences in achievement. These findings clearly indicate that the individual achievement is not always uniform in different academic areas or school subjects. It has been found that a Junior gets grade 'A' in Physics 'B' in integral calculus and Descriptive Geometry and 'D' in Rhetorics (Blair 1956, p. 25) some such phenomenon has also been reported with reference to primary mental abilities by Anastasi (1958, p. 344) Kazmi 1986, also corroborated the lack of uniformity in individual performance along different academic disciplines. Haq 1987 found out that the over achievers in one subject were not necessarily over achievers in another subject. The same was true regarding the under-achievers. Haq & Nabi (1992) carried out a study to look into the intra-individual-differences in school achievement of adolescent boys and girls. The findings have brought to reasonable extent and quite candidly the concrete evidence of the prevalence of intra-individual-differences along their percentage in different areas of knowledge.

Thus the investigations carried out by Blair (1956) Anastasi (1958) Kazmi (1986), Haq (1987), Haq

& Nabi (1992) clearly indicate the prevalence of the intra - individual - differences existing in the phenomenon of over and under achievers along different subjects.

The present investigation has been taken up to identify the intra - individual - differences (IID) among the over and under achievers in different areas of knowledge and then to find out the causal and concomittant factors in the non cognitive area of personality characteristics. It is thus a comparatively a new and complex phenomenon requiring a little more clarification from the conceptual and methodological point of view.

Against the theoretical background presented in the preceeding few paragraphs of this chapter, the present investigation was taken up with the following objectives and hypotheses.

OBJECTIVES :

The major objectives of the present investigation would be as follows :

- (1) To identify the distinctive personality characteristics of over and under achievers

along different school subjects namely English, Social Science and Mathematics.

- (2) To look into the differential personality characteristics going with the uniform over achievers and under achievers.
- (3) To find out the distinctive personality characteristics of the IID over-achievers and IID under-achievers.
- (4) To see the differential personality characteristics going with the IID over achievers and uniform over-achievers.
- (5) To investigate the differential personality characteristics going with IID under-achievers and uniform under-achievers.
- (6) To see the personality differences between the uniform over and under achievers and over and under achievers along different school subjects namely English, Social Science and Mathematics.
- (7) To identify the personality differences between IID over achievers and under achievers and over and under achievers along different

school subjects namely English, Social Science and Mathematics.

HYPOTHESES :

The following working hypotheses were formulated.

- (1) It is hypothesized that the over as well as under achievers shall exhibit distinctive personality characteristics along different school subjects namely English, Social Science and Mathematics.
- (2) It is also hypothesized that uniform-over achievers will be different from uniform under achievers in their personality characteristics.
- (3) Following the sameline it is also hypothesized that IID over achievers will exhibit distinctive personality characteristics when compared with IID under-achievers.
- (4) It is expected that over achievers with intra-individual - differences (IID) will show difference in the personality characteristics when compared with the uniform over-achievers.
- (5) Consequent upon the previous hunches it is expected that the under achievers with intra

individual differences will also exhibit personality differences when compared with uniform under-achievers.

(6) Personality difference are also expected when comparisons are made between the personality characteristics of the uniform over and under achievers and in each of the three school subjects namely English, Social Science and Mathematics.

(7) The investigator is further led to hypothesize that personality differences will be found when the IID over achievers and IID under achievers are compared with over achievers and under achievers in each of the three school subjects viz. English, Social Science and Mathematics.

The review of the related studies is presented in the next chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

A review of previous researches in the area under investigation helps the investigator to discover what is already known, what others have attempted to find out, what methods and procedures have been used and what problems remain to be solved. Consequently, such a review is likely to be of great help in designing the study and to a greater extent, in avoiding the pitfalls experienced by earlier investigators in the field.

So, keeping in view the above mentioned objectives and the area of investigation, which deals with the phenomenon of Intra-individual differences of over and under achievers in different school subjects and to find out the personality dimensions differently associated with Intra individual differences (IID) cases and uniform achievers within the group of over and under achievers. A review of the research work done in the field of over and under achievement and the related areas, therefore seems to be exigent and beneficial as it would provide a solid base for the work in hand to be conducive in understanding the present problem in the right perspective.

2.1 Studies on Intelligence And Academic Achievement

Intelligence plays a very significant role in determining academic achievement. Dhaliwal (1971) writes "Intelligence is the single most important factor accounting for variations in academic achievement "A survey of the important studies yielding the relationship between cognitive ability and scholastic achievement would not be out of place in order to understand intelligence as a predictor of academic performance. There are a large number of studies conducted in this area. It will not be possible to mention the details of all studies in this particular area only the findings of more recent and important investigations are presented in the following paragraphs.

Thakur (1972) Investigated the relationship between intelligence and achievement. The sample consisted of 780 students studying in XIth standard. The Bihar Verbal Intelligence Test served as measuring tool for intelligence. It was found out that intelligence and academic achievement were significantly associated.

Chandra (1975) conducted a study to find out the effects of intelligence on academic achievement. The sample consisted of 1,107 students appearing at the High School

and Intermediate (U.P. Board) examination Hindi version of Joshi's intelligence test and achievement test served as measuring tools. The study revealed that there was positive correlation between intelligence and academic achievement.

Lalithama (1975) tried to find out the relationship between intelligence and achievement in Mathematics. The sample consisted of 732 pupils of standard IX. Raven's Progressive Matrics and a standard achievement in Mathematics were employed as measure of intelligence and academic achievement respectively. Positive relationship was obtained between these two variables.

Mishra (1978) Investigated the relationship of intelligence and academic achievement in science, commerce & arts. It was found that high achievers in Arts, Science and Commerce were higher in their level of intelligence.

Kevin (1979) examined the relationship between intelligence and academic achievement scores at different levels of socioeconomic status and refined family environment. The study revealed that at each environment level increment in intelligence test scores are associated with the increase in academic achievement.

Roberge (1981) conducted a study on the relationship between intelligence and academic achievement. The achievement scores on reading and Mathematics were correlated with intelligence scores. High positive correlation coefficients were obtained between mental ability and reading mathematical concepts and reading. The coefficient of correlation obtained being .58, .61 respectively.

Yule (1982) carried out a study on prediction of educational attainment through intelligence. The investigators employed revised Weschler Intelligence scale for children for measuring intelligence and for achievement measure they used Neale analysis of Reading Ability Form 'A' and Vesnom Graded Arithmetic Mathematics Test.

The sample consisted of 160 children. The results showed very high relationship between intelligence scores and achievement scores. The coefficient with different aspects of reading and Mathematics ranged from .45 to .91.

Knare Jo Anne (1985) Investigated the relationship between measure of academic achievement and higher cognitive processes. The purpose of the study was to investigate and describe the relationship between

academic achievement as assessed by standardized group achievement test scores and teachers grade and the three highest levels of cognitive skills its analysis, synthesis and evaluation as defined by Bloom (1956). Both the comprehensive test of basic skills, an achievement measures and the Ross Test of Higher cognitive processes, a measure of higher level thinking skills were administered on two hundred and twenty sixth grade students, analysis of data revealed moderate correlation between the CTBS academic subskills of language, Reading Mathematics and the higher cognitive functions of analysis.

Sinha, Trivedi & Gupta (1989) studied 50 high achieving and 50 low achieving Mathematics undergraduates and administered the Raven Standard Progressive Matrices. Scholastic achievement was significantly related to intelligence.

It is quite evident from the above mentioned studies that there is a close relationship between intelligence and academic achievement and intelligence is a very reliable predictor. In spite of this well nit relationship between intelligence and academic achievement, there are certain other non intellectual factors that affect to a larger extent, the academic achievement. Therefore, variables other than intelligence should be explored for comprehensive

2.2 Studies on Personality Characteristics and Academic Achievement

Inspite of the fact that intelligence has been considered an important correlate of academic achievement, empirical evidences show that the relationship between the two is not high enough to exclude other factors operating on achievement. In some studies insignificant relationship between intelligence and academic achievement has been obtained (Wedmeyer, 1955, Porter, 1959).

Kundu (1988) has discussed intelligence and teacher effectiveness in Indian Year Book on Teachers Education. After review of studies he conclude "the researchers review show that the relationship between teaching success and intelligence is uncertain and unconvulsive therefore it points to the need for further investigation and research". This points out that variables other than intelligence plays a fairly important role in determining achievement in academic and professional courses. Personality, study habits and socio economic status may play a significant role in this direction. A large number of studies have been taken in India and abroad to investigate the predictive validity of personality dimensions in academic courses some such studies are reviewed below.

Prediction of success in academic achievement. Personality seems to be an important factor in this regard.

Rao (1963) His research aimed at investigating the role of certain aspects of personality and patterns of adjustment in scholastic performance. He found the differences in achievement to be significantly related to aspects of personality like neurotic difficulties, morale and sense of responsibility and the level of academic achievement was positively associated to academic adjustment.

Entwistle & Welsh. J. (1969) carried out a study on 2,538 Aberdeen children, between 10 & 14 years of age with the purpose of investigating into the relationship between academic achievement and certain non intellectual variables at different ability levels. Teachers marks from all academic subjects were averaged to serve as measure of achievement. Junior Eysenck Personality Inventory and Entwistle Academic Motivation Inventory were used for obtaining scores on personality dimensions. For measuring intelligence the study employed Moray House Verbal Reasoning Test 72 & NFER Non Verbal Reasoning Test I socio economic ratings were also derived from the Registrar General scale of occupation and served as an index of socio economic status. The result showed that the school achievement for low ability group was more predictable on the basis of intelligence level than for the high ability group.

Academic motivation on the other hand found to be more closely associated with school attainment for the high ability group. Academic motivation on the other hand was found to be more closely associated with school attainment for the high ability group than it was for the low ability group.

It was also found that the high ability group was negatively correlated to academic achievement while in the low ability group the relation was positive.

Jensen (1973) investigated the relationship between extraversion, neuroticism and lie as personality factors and academic achievement in three ethnic groups of school children namely, white, Negro, and Mexican American. Low but significant correlation were found between all the three ethnic groups. Extraversion was found positively correlated with academic achievement for all the ethnic groups. Neuroticism was found negatively correlated with school achievement. The three ethnic groups did not differ significantly with one another on any of the three personality achievement measures. Thus ethnicity was not a discriminative factor with reference to personality and achievement.

Rai (1974) carried out the study to investigate the relationship of anxiety with academic achievement : High

levels of anxiety was found affecting the subjects attainment detrimentally while low levels of anxiety went with high achievers.

Rai also investigated the magnitude of association between need achievement and academic achievement. For measuring need achievement. The investigator applied Mehta's need achievement test. The results revealed highly significant and positive relationship between need achievement and scholastic performance.

Maria (1974) studied the case of a 15 years old boy with poor scholastic achievement despite good intellectual capacity. It was discovered that the boy was an under achievers as well as aggressive in his behaviour. Further explorations yielded the findings that his aggressive behaviour which emanated from certain socio psychological factors was responsible for his lack of concentration and persistence in studies rendered him unable to achieve upto the level expected on the basis of his intelligence.

Srivastava (1976) attempted to study the personality factors as predictor of academic achievement in Science & Arts students on the basis of Cattell's HSPQ and total achievement.

It was found that the high achievers in the Arts group were reserved, intelligent, submissive adventurous zestful and tenderminded. The mediocre in the Arts group possessed the same qualities with the exception of reservedness and submissiveness and the profile of third division was similar with the normal standardization group. High achievers in science group were affectothymic intelligent emotionally stable, adventurous and self sufficient student the mediocre, and low in the science group were more or less similar to normal standardized group.

Siddiqui (1979) investigated the effect of achievement motivation and personality on Academic success. The sample consisted of 450 students drawn randomly from various college in the city of Ahmedabad. Data were collected using Thematic Apperception Test (TAT) Mukherjee choice test of Achievement Motivation, College examination marks of students, Eysenck Personality Inventory and Progressive Matrices Test. It was found that there were mutual relationship between intelligence, personality and achievement.

Somu Sundaran (1980) The aim of the study was to identify certain important variable related to achievement in Maths in General and discrepant

achievement in particular. Achievement in Maths was the dependable variable and sixteen personality variables of the adjustment temperamental dimensions were the independent variables. The finding of the study revealed that the personality variable namely social standards, introversion, family relation, social skill, self reliance, anti social tendencies (free from) and nervous symptoms had significant positive relationship with achievement in Mathematics, while the variables of general anxiety, Test anxiety and masculinity had negative relationship.

Bunnell (1984) conducted a longitudinal study of the personality traits of college students, The purpose of the study was to determine the relationship between the personality traits assessed by academic behaviour inventory, and the academic achievement and persistence of college freshmen. Academic behaviour inventory produced a profile of personality traits and is indication of the personal and social functioning of the Individual. He found out that students academic and persistence in college cannot be predicted safely by means of the level of student academic ability.

Lourdes (1989) examined different home environment and the motivation orientation of 28 higher and 29 lower

achieving 5th & 6th grade Puerto Rican children. The relative weight of the variables and their ability to predict achievement were examined via post hoc multiple regression analysis. Home interviews were conducted using the family environment schedule and a scale of intrinsic vs extrinsic orientation. Gender differences were noted. Family involvement accounted for a significant amount of variance with regard to achievement. Home environment differed from the higher & lower achievers' family with parental aspiration higher for higher achievers. Motivational orientation differed with high achievers adopting a more intrinsic orientation and low achievers adopting a more extrinsic orientation.

Deborah (1990) examined 196 University students enrolled in allied health fields for differences in personality traits. The adjective check list (ACL) a tool for measuring various personality traits was administered during orientation to the incoming class of students in 4 upper division undergraduate programmes. Chi-square analysis of data revealed that there were significant differences among the groups on some of the scales examined (e.g., dominance, autonomy, aggression). Most of the differences were between medical technology and

physical therapy students. Although certain ACL scale may provide valuable information to students considering a career in the allied health profession.

The review of such studies investigating the relationship between personality and over all achievement clearly give the evidence that academic adjustment, achievement motivation and low level of anxiety are closed associated with high academic achievement. But on extroversion and introversion there are sharp differences. Fensen has positively correlated Extroversion with high academic achievement and Somosundaram has found introversion positively correlated with high academic achievement. However Entwistle & Welsh study brings out a finer difference, extroversion with high ability is negatively correlated with academic performance while with the low ability group it is positively correlated with school attainment.

These studies have dealt with personality traits going with high & low achievement. They certainly suggest the possible personality traits going with personal concomitant of over and under achievers.

2.3 Studies on Personality Dimension in Relation to Over and Under Achievement

A number of studies have been carried out to see the areas of over and under achievement and also to find the differential personally characteristics going with over achievement and under achievement separately. The few important studies have been described below which have explored into the non intellectual personal domain of over and under achievers.

Curry (1961) identified certain characteristics of under achievers and over achievers by working out discrepancies between T. scores on the California Achievement Test and 't' score for California Test of Mental Ability. Those whose achievement scores were higher than intelligence scores were termed as over achievers and those whose achievement scores were lower than intelligent scores were dubbed as under achievers.

The result showed that the upper socioeconomic group contributed under achievers three times more than the number contributed by low socioeconomic group. Besides the ratio between male and female under achievers were found to be 2:1.

Gwaronski (1965) carried out an investigation on difference between over achievng, normal achieving and under achieving High School students numbering 475. Subjects whose school achievement in English, Science, Mathematics and Social Science exceeded the level expected on the basis of 1.Qs were designated as over achievers those whose performance in these subjects taken together fell below the expected level were dubbed as under achievers.

The comparsion of these three groups revealed that over achievers had better work habits and greater interest in school work. They were also more persistent more responsible and more conscientious than the normal and under achievers. Under achievers on the other hand were more impulsive, more unhibited more pleasure seeking and more interested in immediate results or reward. They were also found to be less adjustd, less cooperative, less dependable, less sociable, less disciplined, less deligent and more selfish.

Morrison (1969) studied under achievement in relation to passive aggression amongs the preadolescent boys. The sample consisted of 164 boys from a public school. The California test of Mental Maturity was used as predictor and the grade point average as the means of academic

achievement. Scores on passive aggression were obtained from the ratings of class teachers. The sample was divided into three categories over achievers, Achievers, and under achievers on the basis of discrepancies between the actual achievement score and the score predicted through intelligence on the basis of equalier comparison were made between the achievers and under achievers. The over achievers were not included in the study. The results showed that the under achievers possessed significantly higher passive aggression than the achievers.

Vanarsi (1970) investigated the relationship between study habits. Normal and under achievement. 77 pairs of normal and under achievers were compared on the measure of study habits. Score on Sinha's personality test Marks on annual examination of class IX and X classes were taken as measure of academic achievement. The study revealed the superiority of the over achievers over the under achievers on study habits.

Pal (1970) concluded a study of 305 students from biology curriculum and 517 from Maths Curriculum. The three groups of over, under and normal achieving students were identified on the basis of the ability scores on the Joshi's test of Mental ability and the achievement

scores. The above average in ability but below average in achievement were regarded as the under achievers. The diagonally opposite categories represented the over achievers. Those who has achievement commensurate with their mental ability were designated as normal achievers. Thus 173 over achievers and 259 under achievers were identified. The rest were treated as normal. The analysis revealed that the under achievers had higher problem level they different from curriculum to curriculum were interested in out door games. The over achievers possessed better study habits, study hours, attitude towards school, teachers, peons & studies.

Bhaduri (1971) carried out a comparative study on certain psychological factors of the over and under achievers. The sample was drawn from the higher secondary level and total marks of the annual examination reserved as achievement measures. The investigator found significant difference between the over & under achievers in differentt personality dimensions. The over achievers were found to be less neurotic and less anxious than the under achievers. They also showed superiority over the under achievers in study habits, attitude towards school and socio economic background.

Dhaliwal (1971) attempted a study on certain personality traits in relation to academic achievement operationality

defined as over & under achievement. The study was made with methodological precision and with a fairly large sample numbering 887. The results revealed that the over achievers were significantly higher in reservedness, verbal ability, emotional stability, obedience sobriety and personal and social adjustment than the under achievers whereas out goingness, low verbal ability, emotional. Instability, assertiveness, happy go lucky temperament, poor personal and social adjustment and insecurity went with under achievement.

Need achievement and anxiety showed a curricular relationship with over and under achievement. The over and under achievers showed higher need achievement and greater anxiety than the normal achievers.

Sharma (1972) studied over and under achievement in relation to adjustment in school home social and religious and miscellaneous areas. The sample consisted of 424 male students from VIII standard. Over & under achievement was determined on the basis of prediction through Mehta's verbal intelligence test. The results clearly brought out the superiority of over achievers in all aspects of adjustment over the under ahievers.

Saxena (1972) attempted on investigation into the adjustment problem of over and under achievers. The

sample consisted of XI class students of 15 years age group selected randomly. The subjects came from science, commerce, and Arts stream of higher secondary school at Allahabad. The over normal and under achievers were identified through prediction by intelligence on the basis of regression equation, subjects showing positive discrepancy from the predicted scores designated as normal achievers. Mooray's problem check list served as the measure of adjustment problem. The results clearly discriminated between the over and under achievers group on adjustment problems. The under achievers in all the stream showing significantly greater number of adjustment problem than the over achievers.

Menon (1973) studied over and under achievement within high ability group in relation to certain personality characteristics. Study revealed that the over achievers scored significantly higher than the under achievers in the measure of academic interest, endurance and persistence.

Passi (1973) studied over and under achievement in relation to self concept and creativity 117 tenth grade subjects from Barodha High School were categorized as over achievers, normal achievers and under achievers on the basis of prediction through Patel Intelligence test

creativity was measured as Passi test of creativity and self concept by measure of personality wordlist on self concept there were no significant difference between the groups on creativity. The over achievers being more creative than either of the two groups, the normal and under achievers.

Abraham (1974) concluded a study on certain non cognitive factors in relation to over & under achievement in English at the secondary school level. Results showed that the over achievers are superior on both social and personal adjustment measures. They also showed superiority in socio economic status of over and under achievers. Besides, the over achievers scores were significantly higher on attitude towards English than the under achievers.

Vishnoi (1975) Tried to findout the relationship between anxiety and over and under achievers. The over achievers (OA) and under achievers (U.A.) were classified on the basis of intelligence and achievement marks. Sinha's W.A. anxiety scale and examination marks has been employed to measure anxiety and academic achievement respectively. The findings of the study revealed that there is negative relationship between anxiety and achievement.

Beedawant (1976) conducted a study on the academic under achievement among the students. The sample of the study was selected randomly. The data were collected with the help of (1) Cattell's 14 P.F. HSPQ (2) the Saxena's Personality Adjustment Inventory (3). The Frymier Junior Index of motivation (4) The Rao's study Habit Inventory. Subjects were interviewed too. The collected data was analysed by employing univariate analysis of variances 't' test 'Z' test percentage and product moment correlates.

The major findings of the study were :

- (1) The intensity of incidence of under achievement was more or less uniform in the urban and rural areas.
- (2) The incidence of under achievement was higher in science group.
- (3) Very few of the under achievers were found to be out going warm hearted and easy going.
- (4) Seventy five percent of the students among under achievers possessed average emotional stability & about forty percent of students were found to be possessing qualities like impulsiveness, liveliness, gray and enthusiastic temperament.

Iyer (1977) attempted the study with the idea to identify a broad group of causal factors related to under achievement in Mathematics. The findings show that out of 14 personality variables selected, ten variables were most effective in discriminating between all the achievement pairs viz. over achievers (OA) and normal achievers (NA) and Normal achievers (NA) and under achievers (UA). The most effective variables were self reliance, sense of personal freedom, feeling of belonging, withdrawing tendencies, nervous symptoms, social skills, school relation, community relation, general anxiety and test anxiety. The variable which was least effective in discriminating was anti social tendencies. There were significantly a greater number of over achievers among the high intelligence group than among the low intelligence group.

Negpal (1979) The objectives of the investigation were (1) to study the incidence of such students as showed high promise at entry but did not materialize at in terms of academic achievement (2) To identify the psycho social factors associated with such under achievement (3) To compare the over achieving and the under achieving to find out the significance of intellectual and non intellectual factors in determining the performance of

both the groups.

The major findings of the investigation indicates that the prevailing academic adjustment was an important correlate of over and under achievement. Under achiever reported a greater number of emotional problems associated with typical youth. Non intellectual factors related to acquisition of knowledge resulted in over and under achievement.

Jahhan (1985) attempted to draw personality profile of students studying in Preuniversity classes in Science, Arts and Commerce stream Mehrotra's group test of intelligence was employed as a measure of intelligence and 14 P.F. of HSPQ prepared by Cattell, served as a measure of Personality. Thorndike concept of over and under achievers was employed for controlling the effect off intelligence on achievement. The major findings were (1) over achievers in general were inclined towards the warm heartedness (2) over achievers in science stream were more intelligent, emotionally stable, excitable obedient, sober, conscientious and shy as compared to under achievers (3) OA of arts stream were more warm hearted intelligent, effected by feelings, undemonstrative, assertive, enthusiastic, conscientious, zestful, apprehensive and tender as compared to under achievers.

(4) The over achievers of the commerce stream were more reserved intelligent, affected by feeling, sober, conscientious and self assured as compared to under achievers.

Haq (1987) conducted a valuable study on personality in relation to scholastic success. The study was conducted on a large sample of 650 VIII & IX grade school children from Aligarh Muslim University Boys and Girls schools.

The investigator employed Cattell & Cattell Culture Fair Test (Scale 2 Form A) for testing intelligence and for the achievement measure, the investigator had to depend upon the school records. The Indian adaptation of Catell and Beloff's HSPQ (Form A) was employed for measuring personality. The results showed that the male over achievers in English were more prove to be obedient, submissive and of accommodating temperament while the underachievers in the same subject were more inclined to be assertive, competitive and aggressive, over achieving boys in Hindi were found to be more intelligent, emotionally stable, adventurous and individualistic. Female over achievers in Mathematics were find to be more self sufficient than the under achievers.

Swarup (1989) investigated personality characteristics of under and over achievers. The sample consisted of 250 students of B.Sc. final class taken from the two associate college of Allahabad University. 108 students were taken from the Mathematics group and 142 belong to Biology group. The group of under achievers and over achieving differed significantly on factors introversion and extroversion confidence in one self and sociability.

Neog (1990) carried out a study on personality characteristics of under achievers across any two school disciplines. The sample consisted of 302 students from X grade of boys and girls high and higher secondary schools from Nagaon Assam. The study revealed that over achievers in English were found to be more prove warm heartedness, less enthusiastic, less adventurous, less tenderminded, sociably group dependent and less controlled than the over achievers in Mathematics. Over achievers in English were found to be emotionally less stable, assertive, conscientious, less tenderminded, less apprehensive and more controlled than under achievers.

Tzelgov (1990) shows that it is impossible to separate the effects of over and under rating from the effect of both perceived and actual competence and that the method used by J.P. Connell and B.C. Dlardi to assess the effect

of net over vs. under achieving is of questionable validity. A few definition and method of assessing the effect of over and under rating is presented.

The new method was applied to Connell and Dlardi data to retest the hypothesis that over rating is associated with more problematic psychological profiles than accuracy and under rating. The results do not generally support the hypothesis but do that the correlation of over and under rating as a function of both extremity of over and under rating and level of children actual competence.

Carr & Scott (1991) carried on a study on motivational components of under achievement. The objective was to compare and predict academic performance in achieving and under achieving students on the basis of motivational effective and metacognition processes.

The sample consisted of 98 under achievers and 102 achievers who were tested on multiple measure of ability attributes, self esteem, reading awareness and reading performance. Achievers were discriminated from under achievers on the basis of mean differences in belief about the utility of effort in self esteem in enhanced reading. Awareness and strategic performance achieved status, moderated the relationship between attribution and ability. In contrast to under achievers

associated their extent knowledge and skill with positive attributional beliefs about the importance of effort to determining performance. The failure of under achievers to develop an enriched functional meta cognition was ascribed at least partially to this negative attribution belief.

The review of the studies described above brings to the light the differential personality characteristics going with over and under achievers. It has been found by some researchers that the over achievers in one specific knowledge areas are not necessarily over achievers in another's knowledge area. The same is also true about the under achievers such a phenomenon has been dubbed as the phenomenon of intra-individual differences by psychologists.

2.4 Intra Individual Differences IID

Teachers are sometimes surprised to find a child who they think as a slow learner doing very well in another specific area. A teacher may not be aware of the great differences in trait and skills within a child. The extent of such intra-individual variations has been summarised by W.W. Cook in these words "trait variability in the typical individual is 80 percent as great as individual variability in his age group; trait difference are normally distributed. Some individual are twice as variable as other and there is no relationship between general level of ability and the amount of trait variability.

Some researches give a clear indication that the individual achievement is not always uniform in different academic areas or school subjects. Blair (1956) has found that a junior gets grade A in Physics 'B' integral calculus and descriptive geometry and 'D' Rhetorics. Some such phenomenon has also been reported with reference to 'primary mental' abilities by Anatasi (1958) p. 344. Kazmi (1986) also corroborated the lack of uniformity in individual performance along different academic disciplines.

Haq (1987) explored intra-individual differences among the over and under achievers in different areas of knowledge. The study has implied a more precise standard of achievement based on prediction through intelligence. Those falling above the predicted score have been designated as over achievers and those falling below the predicted level have been designated as under achievers. Haq found out that the over achievers in one subject were not necessarily over achievers in all the other school subjects. The same was found true regarding the under achievement phenomenon. Different personality factors have also been found going with over and under achievement. Haq study brings out clearly the lack of uniform achievement.

Nabi & Haq (1992) carried out a study to look into the intra individual differences in school achievement of adolescent boys and girls. The sample consisted of 190 seventh grade students in five compulsory subjects namely. English Mother Tongue, Mathematics, Social Science and Science.

The findings have brought out to a reasonable extent and quite candidly the concrete evidence of the prevalence of intra-individual-differences along their percentage in different areas of knowledge. The extent

of intra - individual - differences in different school subjects has also been identified in both the sexes what is more important in this regard is that male and female areas of high and low achievement have also been identified by the workers.

From the discussion of the above studies it is clearly pointed out that the area of intra individual differences (IID) has not been explored widely. Since very little work has been done in this area i.e. intra individual differences of over and under achievers, the IID phenomenon was an open invitation for further exploration. So, the present investigation was undertaken to identify the intra individual differences (IID) among the over and under achievers in different areas of knowledge and then to find out the causal and concomittant factors in the non cognitive area of personality characteristics.

The design and methodology of the present investigation is described in the next chapter.

CHAPTER THREE

DESIGN AND METHODOLOGY

In a research study a very important stage is to decide about the approach, the tools and the procedure to be followed. The design and methodology of research work submits itself to the aims and objectives of the investigation.

The ongoing study is an attempt to look into the personality attributes of Intra Individual Differences (IID) of over and under achievers in different schools subjects with the following objectives :

- (1) To identify over and under achievers in different school subjects.
- (2) To investigate the different personality characteristics of over achievers and under achievers in different school subjects namely English, Social Science and Mathematics.
- (3) To look into the differential personality factors going with the intra individual difference (IID) over achievers and uniform over achievers.

- (4) To investigate the differential personality characteristics going with IID under achievers and uniform under achievers.
- (5) To identify the personality differences between IID over-achievers and under-achievers along different school subjects over and under achievers namely English, Social Science and Mathematics taken separately.
- (6) To see the personality differences between uniform over achievers and under-achievers along different subjects' over achievers and under-achievers namely English, Social Science and Mathematics taken separately.

TOOLS OF THE STUDY

How important the results of any work are : very much depends in the appropriateness of the measures and tools adopted in the study. The tools used should be valid and reliable as well as must suit to the corresponding age and ability levels of the sample involved in the research work.

Just to meet the need of aims and objectives of the present work. The following tools and measures were adopted.

- (1) For measuring intelligence the present investigation used cattle & cattle culture Fair, Test of intelligence.
- (2) School performance i.e. academic record as a measure of school achievement.
- (3) For studying the personality characteristics of over and underachievers in the present work the investigator employed an Indian adaptation of Cattle and Beloff H.S.P.Q. covering fourteen personality dimensions (14 PF).

3.2 MEASURE OF INTELLIGENCE

For measuring intelligence of the subjects culture Fair Test of General Ability constructed by Cattell & Cattell (Test of G' Culture Faire Scale 2 Form A) was taken. The reason for choosing this test in place of other possible choices was, due to the fact, that it is beyond the barrier of culture. The author claims that the test measures 'Individual intelligence' in a manner designed to reduce as much as possible, the influence of verbal fluency, cultural climate and educational level (Measuring intelligence with the culture Fair Test Manual for scale 2 & 3

1973 P. 5) Scale 2 of the test could profitably be employed for the present study as it covers age range +8 years upward and the subjects for the study were school pupil of class X with a mean age of 16 years.

The comfortability and ease with which, this test can be administered was also a consideration. The test is so designed that it can be conveniently administered in groups. In the words of the author, it is a 'wholly group administrable'!

As earlier mentioned in order to avoid the influence of language, the items are so structured that the subjects are required only to perceive relationship in shapes and figures.

As far as the design of the test is concerned, Cattell's Test of 'G' Culture Fair Scale 2 Form A consists of four subtests. The first subtest has 12 series items and the time allotted for it is 3 minutes. The second subtest contains 14 classifications items and the time allotted for it is 4 minutes. The third subtest is constituted of 12 matrices and the allotted time is 3 minutes. The fourth subtest has 8 topology items and the time allotted for it is $2\frac{1}{2}$ minutes. Thus in all there are 46 items in four subtest. It is exigent to mention that both in

the arrangement of the four subtest and the order of items within the subtest, the Psychological principle of moving from easy to difficult items is adhered to. Examp^ls are given before each subtest so that the task requirement are understood well by the subject involved.

3.3 RELIABILITY OF INTELLIGENECE MEASURE

In order to determine the reliability of the culture Fair Scale 2 Form A. The test retest agreement method and the split half method were employed by the author for obtaining dependability co-efficient and consistency co-efficient corrected to full length on Spearman Brown Formuler ranged from .82 to .85 while odd even split half consistency co-efficient ranged from .95 to .97 (Technical Supplement for the Culture Fair Intelligence Test Scale 2 & 3 1973 p. 2).

3.4 VALIDITY OF THE INTELLIGENCE MEASURE

The internal consistency method which is termed as the 'Direct concept validities' forr scale 2 have been calculated for each of the four subtests in scale 2 and reported in the technical supplement. For

the 12 series items of the first subtest. The direct concept validity co-efficient is .76 for the 14 classification items of the second subtest. The coefficient is .54 for the 12 matrices of the third subtest it is .76 and for 8 topology items of the fourth subtest .51. For the total test consistency of 46 items the direct concept validity coefficient has been reported to be .85 (Technical Supplement 1973).

For determining concrete validity of scale 2 performance of the scale was correlated with that of on other intelligence tests. It is reported in the manual that the concrete validity coefficient for the scale 2 Form A against four tests intelligence namely. Weschler Adult Revised Betaotics Group test and coloured progressive matrices were found to be .74, .76, .71 and .68 respectively (Technical Supplement 1973, p. 18). The average coefficient of concrete validity as determined three tests were found to be .70 (Manual 1973, p. 11).

3.5 THE MEASURE OF ACHIEVEMENT

For the achievement, the investigator had to depend upon the school records of examinations marks. The lack of reliability of school examination marks is

noticeable but there was no other way to get the measure of academic achievement. It would have been for better if standardised achievement test could have been employed for this purpose but no such tests were available for school subjects chosen for the study and suited to the grades on which the study was made. Next possible alternative was to construct an achievement test of one's own and to standardized it to the extent of that was possible. In such a case the reliability and validity of the achievement could have been ensured. Howeverr neither standardized tests of achievement were available nor the time and resources at the hand of investigator permitted for the construction of tests in the three subjects chosen for study. Hence school records and results of examination had to be relied upon.

In order to ensure reliability of achievement, the results of the two full fledged examinations one half-yearly and one annual were taken into account in all the three subjects, English, Mathematics and Social Science. The marks of these examinations when added separately for each of the three school subjects yielded the raw scores for every individual.

3.6 MEASURE OF PERSONALITY

For studying the personality characteristics of the intra-individual difference cases of over and under achievers in the present work, the investigator employed an Indian adaptation of Cattell & Beloff's HSPQ (Kapoor and Mehrotra Form A 1973) covering fourteen personality dimensions. The HSPQ is a comprehensive test of personality consisting of 114 items, which the author claims measure, distinct dimension or traits of personality (Cattell and Beloff Manual for the HSPQ 1973). The dimensions or traits according to the author come near to covering the total personality comprising both the structural and dynamic aspects.

On careful scrutiny by the present investigator the test was found to be amply suited to the purpose of the study. It was in the first place suitable for the age group taken for study. Secondly, being in an Indian language namely Hindi, was easy to administer. The test is also conveniently to a group of students and can be completed within a class period.

The fourteen dimensions of personality or factors on the HSPQ are identified with alphabets. Ten of the fourteen factors ranging from A to I and the last four being designated as Q, Q₂, Q₃, Q₄. Each

of the trait or faction is bipolar, the low score represently one pole are qualitatively described in terms of characteristics opposed no each other and further explained with the help of synonymous adjectives. However none of the end has a necessary connotate of good or bad. A list of fourteen personality dimensions is given below with left pole showing low score and the right pole high score.

A. Reserved	Warm Hearted
(With-drawn, aloof, fomidable)	(Partaker, outgoing, easy going)
B. Less Intelligent	More Intelligent
(Concrete thinking low scholastic verbal capacity)	(Abstract thinking of higher verbal capacity)
C. Affected by Feelings	Emotionally Stable
(Easily upset, less confident, of low strength)	(Serene, Impudent tranquil of high ego strength)
D. Undemonstrative	Excitable
(Cloggy inactive stodgy)	(restless, unrestrained fretful)

E. Obedient (Adjustable, docile soft)	Assertive (Obstinate, pertinacious, insistent)
F. Sober (Staid, sedate grave.)	Enthusiastic (Ardent, zealous happy go lucky).
G. Disregards Rules Expedient, weaker super ego strength)	Conscientious (Persistent, stronger super ego strength)
H. Shy (Chary, bashful warily reluctant)	Adventurous (daring, enterprising hazardous)
I. Tender Minded (feeling readily dependent)	Tough minded (reticent, controlled, rejects illusion)
J. Zestful (enthusiastic, Piquant kindling keen interest)	Circumspect Individualism (Cautions, Watchful, internally restrained)

Q₁ Self-Assured	Apprehensive
(Calm, placid untroubled)	(self censured, self reproving, insecure)
Q₂ Sociably Group Dependent	Self-Sufficient
(Joiner, sound follower)	(Ingenious, confident in oneself, prompt)
Q₃ Uncontrolled	Controlled
(Soft, flabby lax follows own urges)	(exacting will power, socially precise)
Q₄ Relaxed	Tense
(Quiet, composed settled)	(Vexed worried despondent)

3.7 RELIABILITY OF PERSONALITY MEASURE HSPQ

To know the reliability of HSPQ Form A, group performance on the test have been compared over time at different intervals. The author has reported the test retest agreement or reliability coefficient for each of the fourteen factors on the basis of immediate retest, it ranged from .74 to .91 and after six months ranged from .53 to .69 and after one year .38 to .69.

The range of coefficient over time indicates that the test enjoys a high level of reliability both on the dependability and stability criteria. (Manual for HSPQ 1973 P. 4).

3.8 VALIDITY OF PERSONALITY MEASURE HSPQ

As far as the validity is concerned the author has attached much importance to the construct validity of the test what matters crucially is good intensive measurement of the personality factors in the first place and therefore HSPQ scales are meant to stand or fall by their construct validity. (Manual for HSPQ P. 5).

The construct validity coefficient reported for each of the fourteen personality factor on the basis of multiple correlations between the items in the scale and the corresponding, pure factor are highly significant. The coefficient ranged from .57 to .74 (Manual for HSPQ 1973 P. 51).

3.9 POPULATION

To begin with, a sample of 350 students was taken from class Xth of Aligarh Muslim University boys and girls schools. The number of cases however

shrank to 250 due to occasional absence of the students on the days of administration of the test as well as due to the non-availability of achievement record of some of the students, who have missed examination or some of them were not present at the time of administering the data. The age of the subjects ranged from 15 to 17 years. Since the subjects hailed from the middle classes and were getting education under similar circumstances. The sample was taken to be reasonably homogeneous from the socio-economic point of view.

3.10 ADMINISTRATION OF TEST AND COLLECTION OF DATA

The administration of the two tests Cattell's Culture Fair Intelligence Test and High School Personality Questionnaire (HSPQ) took 3 days each in three high school of A.M.U. where data for study were collected. Both the tests were administered to the same sections of class Xth and the strict follow up to the instructions given by the author of the test was adhered to.

The school children showed lots of curiosity and interest while they were being tested on Cattell's Culture Fair Intelligence Test and HSPQ. Scoring on both the tests was done with the help of the keys

provided and in this way for each case involved in the study scores on intelligence and fourteen personality factors were obtained for achievement examination marks of half yearly and the annual were taken from the school registers.

3.11 IDENTIFICATION OF OVER AND UNDER ACHIEVERS

After obtaining the data the first task before the investigator was to identify the cases of over and under achievement in English, Mathematics and Social Science separately. The problem essentially involved the prediction of the expected achievement against which the positive and negative discrepancies were to be worked out. The cases of positive discrepancy were designated as over-achievers and those of negative discrepancies as under-achievers.

For the purpose of recognizing over and under achievers in each of three knowledge areas 'regression equation' or the prediction equation between intelligence and achievement scores were worked out for each of the individual. The formula for equation regression was as follows :

$$\bar{Y} = \frac{\sigma_y}{\sigma_x} (X - M_y) + M_y$$

(Garret 1981 p. 158)

In which :

\bar{Y} = The expected value of achievement

r = The coefficient of correlation between the predictor (intelligence) and the criterion (achievement) variables.

y = Standard deviation of criterion scores.

x = Standard deviation of the predictor scores.

X = Individual predicts score

Y = Individual criterion (achievement) scores.

Mx = Mean of predictor score

My = Mean of criterion score

$r \frac{s_y}{s_x}$ equation regression

Since the prediction equation required mean & standard of the prediction and criterion variable as well as correlation coefficient between intelligence and achievement scores. The values thus obtained represented the expected achievement score for the individual concerned as predicted on the basis of intelligence.

After obtaining the predicted scores, the discrepancies between the actual achievement scores and the predicted values were worked out for each individual in each of the three knowledge areas.

English, Social Science & Mathematics.

For identifying the over achievers and under achievers more precisely i.e. unaffected by the statistical error of estimate on S.De. Their predicted achievement scores were designated as over achievers and those one below S.De as under achievers. The formula for standard error of estimate is given below :

$$S\ De = SD \sqrt{1 - (r)^2}$$

(Garrelt 1981 P. 161)

Working along the above mentioned procedure over and under achievers were identified in the three knowledge areas separately e.g. English, Social Science and Mathematics. These fell into six groups.

- (1) Over achievers in English
- (2) Under achievers in English
- (3) Over achievers in Social Science
- (4) Under achievers in Social Science
- (5) Over achievers in Mathematics
- (6) Under achievers in Mathematics

3.12 UNIFORM & IID OVER AND UNDER ACHIEVERS

Along with the line described earlier those subjects who were over achievers in all the three knowledge areas were designated as uniform over achievers and those subjects who were under achievers in all the three knowledge areas were considered as uniform under achievers.

The subjects who were over achievers in two knowledge areas but normal achievers in one were designated as Intra-Individual differences (IID) over achievers. The under achievers were chosen, when a subjects was under achiever in two knowledge area but normal in one was considered as Intra-Individual Difference (IID) under achiever,

The above mentioned cases were put in the following four categories.

- (1) Uniform over-achievers
- (2) Uniform under-achievers
- (3) IID over-achievers
- (4) IID under-achievers.

After sorting the cases of uniform over & under achievers, IID over and under achievers, and over and under-achievers in three knowledge areas

English, Social Science and Mathematics. The comparison was made between these groups on 14 personality dimensions.

FINDING SIGNIFICANCE OF DIFFERENCE

For each personality factor mean and standard deviation were calculated. The means and standard deviations were put to 't' test to know the level of significance of difference between the means using the following formulae

$$t \text{ (test)} = \frac{|M_1 - M_2|}{\sqrt{\frac{1}{N_1 - 1} + \frac{1}{N_2 - 1}}}$$

(Mc Nemar' 1962 P. 102)

The analysis of the results is discussed in the following chapter (Chapter IV).

CHAPTER FOUR

STATISTICAL ANALYSIS OF RESULTS

As mentioned in the previous chapter, the present investigation aimed at exploring the differential personality characteristics of intra-Individual - Differences (IID) of over and under achievers in different school subjects namely, English, Social Science and Mathematics. Keeping in view the objectives, the means and standard deviations were calculated on fourteen personality dimensions for, over and under achievers in each of the three knowledge areas, English, Social Science and Mathematics, IID over and under achievers and uniform over and under achievers.

For finding the significant of difference between the means of different pairs on fourteen personality factors, the mean scores were put to 't' test.

The 't' test was first applied between the over achievers in one knowledge area with over achievers in another knowledge area as well as under achievers in one knowledge area with under achievers in another knowledge area were statistically treated. The mean score on each of the fourteen personality

factors of over and under achievers in the three school subjects viz. English, Social Science and Mathematics were put to 't' test. The pairing of groups was as mentioned below :

English over achievers Vs Social Science over achievers.

English over achievers Vs Mathematics over achievers.

Social Science over achievers Vs Mathematics over achievers.

English under achievers Vs Social Science under achievers.

English under achievers Vs Mathematics under achievers.

Social Science under achievers Vs Mathematics under achievers.

The 't' test was also applied between the pairs of mean personality scores of IID over and under achievers. Uniform ^Sover~~er~~ and under achievers, and then between IID over and under achievers and uniform over and under achievers. The pairing of the groups is as follows :

IID over achievers Vs IID under achievers.

Uniform over achievers Vs Uniform under achievers.

IID over achievers Vs Uniform over achievers.

IID under achievers Vs Uniform under achievers.

Then the differences between uniform over achievers and in each of the three areas viz English, Social Science, Mathematics over achievers, uniform under achievers and in each of the three knowledge areas viz English, Social Science, Mathematics under achievers were statistically treated on 14 personality factors. These cases were put to 't' test. The groups were as given under :

Uniform over achievers Vs English over achievers.

Uniform over achievers Vs Social Science over achievers.

Uniform over achievers Vs Mathematics over achievers.

Uniform under achievers Vs English under achievers.

Uniform under achievers Vs Social Science under achievers.

Uniform under achievers Vs Mathematics under achievers.

In the same way, differences between IID over achievers and over achievers in each of the three knowledge area viz English, Social Science, Mathematics, IID under achievers and in each of the three knowledge areas viz English, Social Science and Mathematics under -achievers were statistically treated on 14 personality dimensions. These cases were put to 't' test. The groups were as mentioned below :

IID over achievers Vs English over achievers.

IID over achievers Vs Social Science over achievers.

IID over achievers Vs Mathematics over achievers.

IID under achievers Vs English under achievers.

IID under achievers Vs Social Science under achievers.

IID under achievers Vs Mathematics under achievers.

The results of these groups were presented in the tables.

1. Comparison between English over achievers and social science over achievers on 14 personality factors

Table (17) ascertains that the over achievers in English and social science are significantly different from each other on four personality dimension eg. (C) Affected by feelings Vs Emotionally stable (F) Sober Vs Enthusiastic (Q) Self assured Vs Apprehensive (Q₂) Released Vs Tensed.

The high scorers on factor (C) are emotionally stable mature and possess high ego strength. The low scorers are emotionally less stable and have low ego strength.

The mean scores of English & Social Science over achievers are 5.29 & 8.46 & S.Ds 2.94 & 3.48 respectively. The 't' value is 4.28, which is significant at .01 level. On this basis it can be apprehended that social science over achievers are emotionally stable, and their actions are well thought out, due to their high scores. English over achievers are emotionally less stable easily upset, having low ego strength because of their low scores.

TABLE 1

Showing the significance of difference between the mean scores of
 ENGLISH-OVER-ACHIEVERS and SOCIAL SCIENCE-OVER-ACHIEVERS

14.P.F.	ENGLISH = OA		SOCIAL SCIENCE = OA		't' value	LEVEL OF SIGNIFICANCE
	N = 34		N = 43			
	Mean	S.D.	Mean	S.D.		
A	9.32	2.84	9.00	2.87	0.48	NS
B	4.88	1.43	4.65	1.21	0.002	NS
C	5.29	2.94	8.46	3.48	4.28	.01
D	8.58	3.05	8.23	3.06	0.49	NS
E	5.79	2.11	6.06	2.58	0.50	NS
F	7.05	2.44	8.67	2.54	2.89	.01
G	9.47	2.76	9.95	2.62	0.76	NS
H	8.38	3.36	9.09	3.14	0.94	NS
I	7.82	2.58	7.44	2.38	0.47	NS
J	7.76	2.30	7.46	2.75	0.51	NS
Q	7.94	2.33	9.46	2.62	2.66	.01
Q ₂	7.35	2.49	7.32	2.33	0.03	NS
Q ₃	10.26	2.21	10.86	2.07	1.20	NS
Q ₄	6.70	3.11	4.62	2.23	3.23	.01

Factor (F) Sober Vs Enthusiastic. The high scorers are deemed as enthusiastic, ardent and zealous, low scorers as sober, grave & staid.

Since the mean scores of English over-achievers and Mathematics over achievers are 7.05 & 8.67. The S.Ds are 2.44 & 2.54 respectively. The 't' value is 2.89 which is significant at .01 level.

It may be concluded that English over-achievers are Sober- and thoughtful. The social science over achievers are enthusiastic, heedless and happy go lucky.

Factor (Q) is related to self assured Vs apprehensive characteristic. Apprehensiveness & self reproachment indicates high scores and low scores represent calmness & security.

The mean scores & S.Ds. of English over achievers and social science over-achievers are 7.94 & 9.46, 2.33 & 2.62 respectively. The 't' value is 2.66, which is significant at .01 level.

English over-achievers on factor (Q) are calm, quiet, placid, does not create any trouble on account of low score. Whereas social science over achievers are apprehensive, able to self censured, the reason for this being their high score on this very factor.

On (Q_4) Relaxed Vs Tensed. The high scorers are fretful and vexed, the low scorers, tranquil, settled & quiet.

English & Social Science over_achievers have mean scores 6.70 & 4.62 and S.Ds 3.11 and 2.23 respectively. The 't' value is 3.23, significant at .01 level.

On the basis of these findings it can be alluded the English over achievers as high scorers, are tensed & worried but the Social Science over achievers, with the low score, are calm, relaxed, can easily let out their pent up feelings.

On the remaining 10 personality factors, there is no significant difference between the two groups.

TABLE-2

Showing the significance of difference between the mean scores of ENGLISH-OVER ACHIEVERS and MATHEMATICS-OVER-ACHIEVERS

ENGLISH = OA			MATHEMATICS = OA			LEVEL OF SIGNIFICANCE
14.P.F.	N = 34		N = 45		't' value	
	Mean	S.D.	Mean	S.D.		
A	9.32	2.84	9.75	2.08	0.74	NS
B	4.88	1.43	4.86	1.22	0.02	NS
C	5.29	2.94	8.28	2.83	4.53	.01
D	8.58	3.05	7.97	3.15	0.80	NS
E	5.97	2.11	5.88	2.56	0.17	NS
F	7.05	2.44	5.64	2.48	2.51	.05
G	9.47	2.76	10.28	2.83	1.18	NS
H	8.38	3.36	9.08	3.19	0.93	NS
I	7.82	2.58	5.27	2.44	4.01	.01
J	7.76	2.30	7.09	2.18	1.31	NS
Q	7.94	2.33	7.73	2.94	0.35	NS
Q ₂	7.35	2.49	7.11	1.90	0.24	NS
Q ₃	10.26	2.21	11.06	0.89	2.00	.05
Q ₄	6.70	3.11	6.73	3.60	0.03	NS

2. Comparison between English over-achievers and Mathematics over-achievers on 14 personality factors

The review of table (2) indicates the significant difference between English & Mathematics over achievers on 4 personality attributes namely, (C) (F) (I) & (Q₃).

On factor (C) emotionally more stable Vs emotionally less stable. The high scores make the way for emotional stability and low scores for sentimentality.

Due to the mean scores of English over achievers and Mathematics over-achievers as 5.29 & 8.28 respectively and the S.Ds being 2.94 & 2.83, and the 't' value 4.53, significant at .01 level, it can be said about English over-achievers as emotionally less stable & easily upset, but the Mathematics over-achievers are emotionally stable, not prone to sensitivity.

Factor (F) Sober Vs Enthusiastic, The high scorers are heedless passionate and happy go lucky while the low scorers are Sober, Sedatives, Sampresan.

The mean scores of English over-achievers and Mathematics over-achievers are 7.05 & 5.64, and S.Ds 2.44 & 2.84 respectively. These values are significant at .05 level, as the 't' value is 2.51.

On account of the results described above, English over-achievers can be designated as eager, ardent and of merry temperament leading to luck. Mathematics over-achievers are moderate sober, and disinclined to lightness.

Tender mindedness Vs tough mindedness is representative of Factor (I) The two groups, English over achievers and Mathematics over-achievers have a mean score of 7.82 & 5.27 and S.Ds 2.58 and 2.44 respectively on this very factor. The 't' value is 4.01, which is significant at .01 level.

From the above analysis, it can be well inferred that due to high scores, English over achievers are reserved, restrained, tough minded, can reject illusion. On the other hand Mathematics over-achievers are sensitive and capable of receiving stimuli as they are low scorers..

On factor (Q_3), which shows controlled Vs uncontrolled behaviour, the high scorers have regard for social rules & regulations, & possess

exacting will power, the low scorers are contrary to it, with their lax and indisciplinary attitude.

The statistical analysis of this factor, displays the mean scores of English & Mathematics over achievers as 10.26 & 11.06. The S.Ds 2.21 & 0.89. The 't' value is 2.00 which is significant at .05 level.

It is crystal clear from the table that English over-achievers are low scorers, they can be designated as lax, followers of impulses so are prone to uncontrolled behaviour. The Mathematics over-achievers, with high scores can be ascribed as controlled & followers of social norms so possess disciplinary attitude.

On the rest of personality attributes, there is no significant difference between English & Social Science over-achievers.

TABLE 3

Showing the significance of difference between the mean scores of SOCIAL SCIENCE OVER-ACHIEVERS and ENGLISH OVER-ACHIEVERS

SOCIAL SCIENCE = OA MATHEMATICS = OA						
N = 43			N = 45		LEVEL OF	
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.00	2.87	9.75	2.08	1.38	NS
B	4.65	1.21	4.86	1.22	0.80	NS
C	8.46	3.48	8.28	2.83	0.26	NS
D	8.23	3.06	7.97	3.15	0.39	NS
E	6.06	2.58	5.88	2.56	0.32	NS
F	8.67	2.54	5.64	2.48	5.61	.01
G	9.95	2.62	10.28	2.83	0.56	NS
H	9.09	3.14	9.08	3.19	0.01	NS
I	7.44	2.38	5.75	2.44	3.25	.01
J	7.46	2.75	7.09	2.18	0.69	NS
Q	9.46	2.62	7.73	2.94	2.73	.01
Q ₂	7.32	2.33	7.11	1.90	0.21	NS
Q ₃	10.86	2.07	11.06	0.89	0.58	NS
Q ₄	4.62	3.23	6.73	3.60	2.89	.01

3. Comparison between Social Science & Mathematics over_ achievers on 14 personality factors

Scanning of the table (3) suggests significant difference between social science and mathematics over — achievers on 4 personality dimensions, such as (F) Sober Vs Enthusiastic (I) Tender minded Vs Tough minded (Q) Self-Assured Vs Apprehensive (Q₄) Relaxed Vs Tensed.

Factor (F) Sober Vs Enthusiastic, the high score represents enthusiastic and happy go lucky temperament while the low score sober, taciturn and serious temperament.

As the mean scores of Social Science over achievers & Mathematics over-achievers are 8.67 & 5.64 correspondingly the S.Ds are 2.54 & 2.48. The 't' value is 5.61 significant at .01 level.

The outcome of the results clearly indicates that over achieving social science students are more enthusiastic and happy go lucky and Mathematics over achievers are less enthusiastic.

As can be seen from the given Table (3) There is significant difference between the mean

scores of English over achievers and Mathematics over achievers on Factor (I) namely tender minded Vs tough minded. The high score on this measure represents tender mindedness, sensitivity and clinging temperament low score, tough mindedness and rejection of illusion.

Mean score of Social Science over-achievers is 7.44, significantly higher than that of Mathematics over achievers; mean score of 5.75. Their S.Ds are 2.38 & 2.44 respectively. The 't' value is 3.25, significant at .01 level. It can be concluded that the social science over-achievers are more inclined to tough mindedness while the Mathematics over-achievers are less inclined to tough mindedness.

On Factor (Q) self assured Vs Apprehensive as well, there exists meaningful difference between social science and Mathematics over-achievers. The mean scores and S.D. of social science over achievers is 9.46 & 2.62 while the mean score & S.D. of Mathematics over-achiever is 7.73 & 2.94. The 't' value is 2.73 which is significant at .01 level. The high scorer on this factor are apprehensive and anticipator of difficulties. The low scorers are

TABLE 4

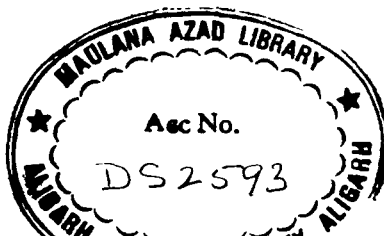
Showing the significance of difference between the mean scores
of ENGLISH UNDER-ACHIEVERS and SOCIAL SCIENCE UNDER-ACHIEVERS

14.P.F.	ENGLISH = UA		SOCIAL SCIENCE = UA		't' value	LEVEL OF SIGNIFICANCE
	N = 42		N = 44			
	Mean	S.D.	Mean	S.D.		
A	9.11	2.42	8.84	3.47	0.41	NS
B	4.19	1.10	4.25	1.13	0.25	NS
C	8.76	2.45	8.88	2.45	0.22	NS
D	8.71	2.21	8.72	2.66	0.01	NS
E	7.42	2.02	6.52	2.18	2.00	.05
F	8.73	2.05	8.70	2.25	0.06	NS
G	10.23	2.28	9.77	2.46	0.90	NS
H	9.35	2.36	9.06	2.63	0.53	NS
I	9.80	2.47	7.52	2.48	4.22	.01
J	7.57	2.58	7.40	2.00	0.34	NS
Q	6.30	1.95	7.59	2.10	2.93	.01
Q ₂	7.26	2.14	8.93	2.34	3.47	.01
Q ₃	9.23	2.61	9.79	2.54	1.00	NS
Q ₄	6.54	2.64	6.63	2.90	0.15	NS

placid, secure and calm. It can be concluded that the Social Science over-achievers are apprehensive and self-sensured whereas their counterpart are calm secure and so are self-assured.

The comparison between Social science and Mathematics over-achievers on factor (Q_4) designated as ^{22.00.04} Relaxed Vs Tensed also shows significant difference between the two groups. The mean scores of Social science and Mathematics over-achievers are 4.62 & 6.73 and S.Ds 3.23 and 3.60, respectively. The difference is significant at .01 level as the 't' value is 2.89. The high scorers on this factor represent fretful worried tendency, while the low scorers are tranquil, unfrustrated and released. It may be concluded that Social-science over-achievers with their low scores are quiet, composed and feel released whereas Maths over-achievers with their high scores are tensed, fretful and cannot let out their pent up feelings.

On the remaining 10 factors, as is evident from table (19), no meaningful difference between the two groups exists.



4. Comparison between English under-achievers and Social - science under-achievers on 14 personality dimensions

A glance at table (4) makes the difference between English under-achievers and Social-science under-achievers, crystal clear on 4 out of 14 personality attributes designated as (E) (I) (Q), (Q₂).

On factor (E) obedient Vs Assertive the high scorers on this very factor have been attributed as assertive, insistent and aggressive, the low scorers as obedient, accomodating and adjustable. The mean scores of English under-achievers and social science under-achievers are 7.42 & 6.52 and S.Ds 2.02 & 2.18 respectively. The 't' value is 2.00 significant at .05 level. So it may be alluded that English under-achievers are assertive subborn and aggressive in their attitude as they are high scorers. Whereas Social-science under-achievers are sober, staid and disinclined to lightness.

As far as factor (I) is concerned, which presents tender minded Vs tough minded. The table shows significant difference between the two groups.

The mean score and S.D. of English under-achievers is 9.80 & 2.47, of Social science under achievers 7.52 & 2.48 respectively. The 't' value is 4.22 which is significant at .01 level,, on this basis it can be concluded that English under achievers are self restrained reserved and tough-minded whereas social science Under-achievers are tough minded and prone to outside stimulus & shows sensitivity.

Self assured Vs Apprehensive is attributed to factor (Q). The high scorers are apprehensive and the low scores are self assured and unabashed.

The difference between English & Social Science under-achievers of the two groups are 6.30 & 7.59, the S.Ds are 1.95 and 2.93 respectively. The 't' value is 2.93 which is significant at .01.

On account of the result described above it may be concluded that English under-achievers are apprehensive and self-reproving because of low scores. on the other hand Social- science under achievers are self-assured. and possess a feeling of security and self-confidence.

On Factor (Q_2) sociably group dependent Vs Self-sufficient. The mean scores of English under

achievers and social science under achievers are 7.26 and 8.93, the S.Ds are 2.14 & 2.34. The 't' value is 3.47 which is significant at .01 level on this basis it can be suggested that English under achievers are joiner of groups, prefer the others company so have close contact, on account of their low scores. Social Science under – achievers are quick, self-sufficient and can take their own decision as they are high scorers.

On the rest of 10 personality factors there is no significant difference between the two groups.

4

The findings of table (4) can be summarised as under :

English under achievers presents the following characteristics :

- (1) They are aggressive, stubborn and assertive.
- (2) Possess tough minded, restrained and reserve nature.
- (3) Comparatively calm & quiet.
- (4) Sociably group dependent and followers.

The Social science under achievers are :

- (1) Obedient, docile and accommodating.
- (2) Tender minded so considerate
- (3) More apprehensive and insecure
- (4) Self sufficient ingenious and resourceful too.

TABLE 5

Showing the significance of difference between the mean scores of ENGLISH-UNDER-ACHIEVERS and MATHEMATICS-UNDER-ACHIEVERS

ENGLISH = UA			MATHEMATICS = UA			
	N = 42		N = 46			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.11	2.42	8.71	2.72	0.72	NS
B	4.19	1.10	4.6	1.44	1.51	NS
C	8.76	2.45	9.13	2.30	0.72	NS
D	8.71	2.21	8.47	2.61	0.46	NS
E	7.42	2.02	6.41	1.98	2.34	.05
F	8.73	2.05	8.91	2.10	0.40	NS
G	10.23	2.28	9.84	2.31	0.79	NS
H	9.35	2.36	6.43	2.61	5.50	.01
I	9.80	2.47	7.67	2.11	4.34	.01
J	7.57	2.58	7.45	2.19	0.23	NS
Q	6.30	1.95	7.21	2.41	1.93	NS
Q ₂	7.26	2.14	0.10	2.05	2.57	.05
Q ₃	9.23	2.61	9.45	2.90	0.37	NS
Q ₄	6.54	2.64	6.63	2.49	0.16	NS

5. Comparison between English under — achievers and Mathematics under — achievers on 14 personality dimensions

There is significant difference between English under — achievers and Mathematics under achievers on 4 out of 14 personality dimension E, H, I, & Q₂.

On personality factor (E) obedient Vs Assertive, high mean scorers are assertive insistent easily and a manageable, the low scorers are obedient and easily manageable.

Since the mean score and S.Ds of English under_achievers and Mathematics under_achievers are 7.42 and 6.41; 2.02 & 2.32 respectively, the 't' value is 2.34 significant at .05 level. High scorers are English under_achievers it may be said about them, that they are stubborn and aggressive whereas Mathematics under_achievers are lacking stiffness, so are soft and accommodating.

Factor (H) Shy Vs Adventurous the high scorers are adventurous. daring and bold. The low scorers are shy & timid.

The mean scores of the two groups are 9.35 & 6.43 and S.Ds 2.36 & 2.61 respectively. conveying significance at .01 level with a 5.50 't' value.

It may be concluded that English under achievers are adventurous. bold and does not see any danger whereas Maths under achievers are shy. so are warily reluctant.

Factor (I) tender minded Vs tough minded. the mean scores of English under achievers and Mathematics under achievers are 9.80 & 7.67 & S.Ds are 2.47 & 2.11. The 't' value is 4.38 which is significant at .01 level. Since the English under achievers are high scorers. It can be concluded about them that they are tough-minded. thick skinned and are enterprising in their efforts. But Mathematics under achievers are tough minded & dependent due to low score.

On Factor (Q_2) sociably group dependent Vs self sufficient. The high scorers are self dependent. have their own resources, whereas the low scorers are sociably group dependent and joiner of company.

TABLE 6

Showing the significance of difference between the mean scores of SOCIAL SCIENCE-UNDER-ACHIEVERS and MATHEMATICS-UNDER ACHIEVERS

SOCIAL SCIENCE = UA			MATHEMATICS = UA			
	N = 44		N = 46			LEVE OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	8.84	3.47	8.71	2.72	0.19	NS
B	4.25	1.13	4.6	1.44	1.29	NS
C	8.88	2.45	9.13	2.30	0.50	NS
D	8.72	2.66	8.47	2.61	0.44	NS
E	6.52	2.18	6.41	1.98	0.26	NS
F	8.70	2.25	8.91	2.10	0.45	NS
G	9.77	2.46	9.84	2.31	0.14	NS
H	9.06	2.63	6.43	2.61	4.78	.01
I	7.52	2.48	7.67	2.11	0.30	NS
J	7.40	2.00	7.45	2.19	0.11	NS
Q	7.59	2.10	7.21	2.41	0.79	NS
Q ₂	8.93	2.34	6.10	2.05	6.15	.01
Q ₃	9.79	2.54	9.45	2.90	0.58	NS
Q ₄	6.63	2.90	6.63	2.49	0.00	NS

The mean scores of English under achievers and Mathematics under achievers are 7.26 and 6.10. The S.Ds are 2.14 and 2.05 respectively. The 't' value is 2.57 which is significant at .05 level. It can be concluded that English under_achievers are self_sufficient expedient and can take their decisions. Mathematics under_achievers are devoid of self-sufficiency so are dependent upon others.

The mean scores on the left out personality dimension are not statistically significant.

6. **Comparison between Social Science under_achievers and Mathematics under_achievers on 14 personality dimensions**

Table 6 shows the significant difference between Social Science under achievers and mathematics under achievers on two personality factor i.e. (H) Shy Vs Adventurous (Q_2) Sociably group dependent Vs self-sufficient.

On factor (H) the high scorers are adventurous ready for risk so attributing to enterprising and adventurous temperament. The low achievers are bashful and shy. The mean scores of Social science and Mathematics under achievers are 9.60 and 6.43 and S.Ds are 2.63 & 2.61 respectively. The 't' value is 4.78 which is significant at .01 level.

The interpretation of the results on factor (H) shows Social science under_achievers as adventurous & bold, daring and not afraid of incurring risk, On account of high scores. But their counterpart Mathematics under achievers are shy, bashful, and have preference of Seclusion.

On factor 'Q₂' sociably group dependent Vs self-sufficient. The high scorers are self-sufficient & resourceful whereas low scorers are joiner of social group.

Significant difference exists between Social science under achievers and Mathematics under achievers. their mean scores and S.Ds are 8.93 & 6.10. 2.34 & 2.05 respectively. Which is significant at .01 level, with a 't' value of 6.15. It can be ascertained that social science under achievers are expedient confident and self sufficient on the other hand Mathematics under achievers are joiner, group dependent and prefers associations.

No significant difference exists between Social science under achievers and Mathematics under achievers on the remaining 12 personality dimensions.

TABLE 7

Showing Significance of Difference between the mean scores
of Uniform Over-Achievers and Uniform Under-Achievers

UNIFORM = OA			UNIFORM = U.A.			
	N = 19		N = 12			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.42	2.88	8.25	2.61	1.3	NS
B	4.89	1.48	3.91	0.90	2.22	.05
C	8.15	3.18	10.25	2.04	2.18	.05
D	9.72	3.30	8.00	1.91	1.79	NS
E	5.94	2.39	6.5	1.75	0.72	NS
F	8.10	2.55	8.41	2.09	0.35	NS
G	9.00	2.98	10.16	2.99	1.01	NS
H	8.36	3.23	9.66	1.84	1.38	NS
I	7.84	3.06	8.08	2.17	0.24	NS
J	7.00	2.12	7.58	3.09	0.55	NS
Q	8.26	2.71	9.16	1.34	1.14	NS
Q ₂	5.31	2.24	7.41	1.86	2.72	.01
Q ₃	10.63	2.28	8.41	3.32	1.91	NS
Q ₄	7.00	3.85	6.66	2.49	0.29	NS

7. Comparison between uniform over-achievers and under-achievers on 14 personality dimensions

Among the uniform achievers as can be seen from table (2) the over achievers differed significantly from under achievers on 3 out of 14 personality factors. Namely (B) less intelligent Vs more intelligent (C). Affected by feelings Vs emotionally stable (Q₂) Social group dependent Vs self sufficient.

Factor (B) on which high scorers are counted as more intelligent than low scorers, on this very factor uniform over-achievers have higher mean score than under achievers. The mean scores of the two groups are 4.89 & 3.91 and the S.Ds being 1.48 and 0.90 respectively. The 't' value is 2.22 which is significant at .05 level. So it can be ascertained that uniform over achievers are more intelligent than uniform under achievers.

On Factor (C) Affected by feelings Vs emotionally stable. The mean score and S.D. of uniform over-achievers is 8.15 & 3.18. While of uniform under-achievers 10.25 & 2.04. The 't' value is 2.18, which is significant at .05 level. It may be concluded that uniform over-achievers are

emotionally mature and possess high ego strength, their counterparts are emotionally less stable & possess high ego strength.

Factor (Q_2) socially group dependent Vs self sufficient. The uniform over-achievers & under achievers differed significantly, with their mean scores 5.31 & 7.41 and S.Ds 2.24 & 2.72 respectively. The 't' value is 2.72 which is significant at .01 level on this basis it can be concluded that uniform under-achievers are self sufficient and prefers their own decision whereas uniform over-achievers are dependent and joiner of the group.

On the remaining 11 personality factors there is no significant difference between the uniform over and under achievers.

8. Comparison between Intra-Individual Differences (IID) over achievers and under-achievers on 14 personality dimensions

Table (1) shows the difference between IID over achievers and under-achievers. IID over achievers differed significantly from IID under-achievers on two personality dimensions known as Factor (E) obedient Vs Assertive & (F) Sober Vs Enthusiastic.

The high scorers on Factor (E) are assertive aggressive and dominant while the low scorers are prone to be obedient, accommodating and submissive. As it is evident from the table, the mean scores of IID over achievers and under achievers are 8.83 and 6.22 while the S.Ds are 3.07 and 2.55 respectively. The 't' value is 2.41, which is significant at .05 level. Since the mean scores of IID over-achievers is significantly higher than IID under achievers. It is concluded that IID over achievers are assertive aggressive and dominant. While IID under achievers are obedient, accommodating and submissive.

On Factor (F) the mean scores of IID over achievers and IID under-achievers are 7.33 and 9.04 and the S.Ds are 2.17 and 2.51 respectively. The

TABLE 8

Showing the Significance of Difference between the mean scores of Intra-Individual Differences (IID) over-achievers and Intra-Individual Differences (IID) under-achievers

IID = Over-achievers (OA)					IID = U.A.	
14.P.F.	N = 12		N = 22		't' value	LEVEL OF SIGNIFICANCE
	Mean	S.D.	Mean	S.D.		
A	9.83	3.41	9.68	2.89	0.12	NS
B	4.41	1.03	4.5	1.46	0.20	NS
C	9.58	2.49	8.63	2.36	1.04	NS
D	8.08	3.31	9.96	2.33	1.62	NS
E	8.83	3.07	6.22	2.55	2.41	.05
F	7.33	2.17	9.04	2.51	2.38	.05
G	10.33	1.92	10.36	1.98	0.04	NS
H	10.08	2.95	8.00	2.77	1.95	NS
I	9.25	1.42	9.77	2.37	1.15	NS
J	8.08	3.43	7.36	2.16	0.63	NS
Q	6.33	2.69	7.95	2.24	1.72	NS
Q ₂	7.25	1.73	7.31	2.32	0.08	NS
Q ₃	11.5	2.17	10.13	1.98	1.75	NS
Q ₄	6.75	3.21	6.31	2.05	0.41	NS

't' value is found to be 2.38, significant at .05 level. The high score on this factor represents enthusiastic and happy go lucky temperament, low score taciturn & serious temperament. The results indicate the IID under-achievers as enthusiastic and of happy go lucky temperament on the other hand IID over achievers as taciturn & serious temperament, due to their low mean score.

On the rest of 12 personality factors, the difference between the two groups are statistically insignificant.

TABLE 9

Showing the significance of difference between the mean scores of Uniform-Over-Achievers and Intra-Individual Differences-Over-Achievers

UNIFORM = OA			IID = OA			
	N = 19		N = 12			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.42	2.88	9.83	3.41	0.33	NS
B	4.89	1.48	4.41	1.03	1.17	NS
C	8.15	3.18	9.58	2.49	1.34	NS
D	9.72	3.30	8.08	3.31	1.30	NS
E	5.94	2.39	8.83	3.07	2.29	.05
F	8.10	2.55	7.33	2.17	0.37	NS
G	9.00	2.98	10.33	1.92	1.46	NS
H	8.36	3.23	10.08	2.95	1.47	NS
I	7.84	3.06	9.25	1.42	1.69	NS
J	7.00	2.12	8.08	3.43	0.94	NS
Q	8.26	2.71	6.33	2.69	1.87	NS
Q ₂	5.31	2.24	7.25	1.73	2.62	.01
Q ₃	10.63	2.28	11.5	2.17	1.03	NS
Q ₄	7.00	3.85	6.75	3.21	0.18	NS

9. Comparison between uniform over achievers and Intra-Individual Differences (IID) over achievers

Scanning of the table (9) gives the evident result that uniform over achievers differ significantly from IID over-achievers on two personality dimensions (E) and (Q_2) which represents obedient Vs assertive and sociably group dependent Vs self-sufficient.

On personality dimension (E) the high score presents assertive, aggressive and dominant behaviour, low score mild, & accomodating behaviour. As it is clear from the table, the mean scores of IID over-achievers and uniform over-achievers are 8.83 & 5.94 and S.Ds 3.07 and 2.29 which is significant at .05 level. As the mean scores of IID. Over-achievers is significantly higher than uniform over-achievers, it can be said that IID over-achievers are assertive, aggressive and dominant while uniform over-achievers are docile & adjustable.

On Factor (Q_2) There is significant difference between the mean scores of IID over-achievers and uniform over-achievers, the mean

score being 7.25 & 5.31, S.Ds 1.73 & 2.24 respectively. The 't' value is 2.62, significant at .01 level. It can be concluded that IID over-achievers are self-supporting and takes their own decisions, so are self-sufficient whereas uniform over-achievers are joiner of others company.

On the left out personality dimensions there is no significant difference between uniform over-achievers and IID over-achievers.

TABLE 10

Showing the significance of difference between the mean scores of UNIFORM-UNDER-ACHIEVERS and INTRA-INDIVIDUAL DIFFERENCES UNDER-ACHIEVERS

UNIFORM = U.A.			IID = U.A.			
	N = 12		N = 22			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	8.25	2.61	9.68	2.89	1.43	NS
B	3.91	0.90	4.5	1.46	1.43	NS
C	10.25	2.04	8.63	2.36	2.02	.05
D	8.00	1.91	9.90	2.33	2.40	.05
E	6.05	1.75	6.22	2.55	0.36	NS
F	8.41	2.09	9.04	2.51	0.75	NS
G	10.16	2.99	10.36	1.98	0.20	NS
H	1.66	1.84	8.00	2.77	1.93	NS
I	8.08	2.17	9.77	2.37	2.03	.05
J	7.58	3.09	7.36	2.16	0.22	NS
Q	9.16	1.34	7.95	2.24	1.92	NS
Q ₂	7.41	1.86	7.31	2.32	0.13	NS
Q ₃	8.41	3.32	10.13	1.98	1.57	NS
Q ₄	6.66	2.49	6.31	2.05	0.40	NS

10. Comparison between uniform under-achievers and IID under-achievers on 14 personality dimensions

As far as the comparison between uniform under achievers and IID under achievers is concerned they are significantly different from each other on three personality attributes such as (C) (D) and (I).

The high scorers on personality attribute (C) are emotionally more stable than low scorers. As is clear from the table, the mean scores of uniform under achievers and IID under achievers are 10.25 and 8.63 the S.Ds are 2.04 and 2.35 respectively, the 't' value is 2.02 which is significant at .05 level. So it can be mentioned that uniform under achievers are mature, calm and possess high ego strength on the other hand IID under achievers are emotionally less stable, so possess low ego strength.

The mean scores of uniform under achievers and IID under achievers on Factor (D) is 8.00 & 9.90 and S.Ds 1.91 & 2.33 respectively. The 't' value is 2.40 which is significant at .05 level.

On the basis of the above results it can be concluded that uniform under achievers are impatient and unrestrained whereas IID under achievers are undemonstrative stodgy dull & cloggy.

Factor (I) tender mindedness Vs tough mindedness. The tough mindedness is representative of high scores, tender mindedness of low scores.

The mean score of uniform under achievers is 8.08 and SD 2.17 and of IID under achievers the mean score is 9.77 & S.D. 2.37. The mean scorers are significant at .05 level because the 't' value is 2.03. From this description it can be alluded that uniform under achievers are sensitive and dependent and the IID under achievers are tough minded, rejects illusion and are self restrained and having an air of responsibility.

On the rest of the 11 personality dimensions there exist no significant difference between uniform under achievers and IID under achievers.

11. Comparison between uniform over achievers and English over achiever on 14 personality dimension

Table (5) shows the difference between uniform over achievers and English over achievers. Significant difference exists between the two groups at two personality dimensions viz. (C) & (Q₂).

On Factor (C) the mean scores of uniform over achievers and English over achievers are 8.15 and 5.29 and S.Ds 3.18 and 2.94.. The 't' value is 3.80 which is significant at .01 level. With a high mean score, uniform over achievers are emotionally stable, and impudent with lower mean score English over achievers are emotionally less stable and are easily excited.

Factor (Q₂) socially group dependent Vs self sufficient, there exists significant difference between uniform over achievers and English over achievers, their mean scores are 5.31 & 7.35. The S.Ds being 2.24 and 2.49, which is significant at .01 level.

On the basis of the results it can be apprehended that uniform over achievers are devoid

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TABLE 11

Showing the significance of difference between the mean scores of UNIFORM-OVER-ACHIEVERS and ENGLISH-OVER-ACHIEVERS

UNIFORM = OA			ENGLISH = OA			
N = 19		N = 34		LEVEL OF		
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.42	2.88	9.32	2.84	0.12	NS
B	4.89	1.48	4.88	1.43	0.01	NS
C	8.15	3.18	5.29	2.94	3.86	.01
D	9.72	3.30	8.58	3.05	1.21	NS
E	5.94	2.39	5.79	2.11	0.22	NS
F	8.10	2.55	7.05	2.44	1.43	NS
G	9.00	2.98	9.47	2.76	0.55	NS
H	8.36	3.23	8.38	3.36	0.01	NS
I	7.84	3.06	7.82	2.58	0.01	NS
J	7.00	2.12	7.72	2.30	0.98	NS
Q	8.26	2.71	7.94	2.33	0.35	NS
Q ₂	5.31	2.24	7.35	2.49	2.64	.01
Q ₃	10.63	2.28	10.26	2.21	0.42	NS
Q ₄	7.00	3.85	6.70	3.11	0.30	NS

of self dependence whereas English over achievers are self-sufficient and resourceful. .

On the remaining (12) personality factors, there exists no significant difference between the two groups.

TABLE 12

Showing the significance of difference between the mean scores of UNIFORM-OVER-ACHIEVERS and SOCIAL SCIENCE OVER-ACHIEVERS

UNIFORM = OA			SOCIAL SCIENCE = OA			
N = 19			N = 43		LEVEL OF	
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.42	2.88	9.00	2.87	0.52	NS
B	4.89	1.48	4.65	1.21	0.61	NS
C	8.15	3.18	8.46	3.48	0.33	NS
D	9.72	3.30	8.23	3.06	1.35	NS
E	5.94	2.39	6.06	2.58	0.17	NS
F	8.10	2.55	8.67	2.54	0.80	NS
G	9.00	2.98	9.95	2.62	1.17	NS
H	8.36	3.23	9.09	3.14	0.81	NS
I	7.84	3.06	7.44	2.38	0.53	NS
J	7.00	2.12	7.46	2.75	1.66	NS
Q	8.26	2.71	9.46	2.62	1.06	NS
Q ₂	5.31	2.24	7.32	2.33	3.19	.01
Q ₃	10.63	2.28	10.86	2.07	0.37	NS
Q ₄	7.00	3.85	4.62	2.23	2.45	.05

12. Comparison between uniform over achievers and social science over achievers on 14 personality dimensions

While going through table (12) it is evident that the uniform over achievers differed significantly from social science over achievers on two personality Factor (Q_2) socially group dependent Vs self-sufficient (Q_4) Relaxed Vs tensed.

The mean scores of uniform over-achievers and social science over-achievers are 5.31 and 7.31. The S.Ds are 2.24 & 2.33 respectively. The 't' value is 3.19 which is significant at .01 level.

Since uniform over achievers are low scorers on Factor (Q_2) it can be said about them that they are socially dependent and joiner of the company, with their high scores. Social science over achievers are self-sufficient, due to their resourcefulness, can take their own decisions.

On Factor (Q_4) the high scorer are representative of tensed mental set-up. Whereas low

scorer are composed & tranquil.

Since the mean scores of uniform over achievers and social science over-achievers are 7.00 & 4.62 and the S.Ds are 3.85 & 2.23, the level of significance is .01 and the 't' value being 2.45. It can be stated that uniform over-achievers are tensed and worried whereas social science over achievers are calm and tranquil.

On the left out 12 personality dimensions, there exists no significant difference between the two groups.

13. Comparison between uniform over achievers and social-science over achievers on 14 personality dimensions

There is significant difference between uniform over achievers and Mathematics over-achievers on three personality factor namely (F) (I) & (Q₂).

On Factor (F) Sober Vs Enthusiastic. The high scorers are enthusiastic and happy go lucky, the low scorers are serious, sober and taciturn.

As the mean scores of uniform over-achievers and Mathematics over-achievers are 8.10 and 5.64 and S.Ds 2.55 & 2.48. The 't' value is 3.51 which is significant at .01 level. So it may be illustrated that uniform over achievers are enthusiastic zealous & ardent. The Mathematics over achievers are sober, sedate and concerned with weighty matters.

As can be seen, there is significant difference between the two groups i.e. uniform over achievers and Mathematics over achievers on Factor (I).

TABLE 13

Showing the significance between the mean scores of UNIFORM-
OVER-ACHIEVERS and MATHEMATICS-OVER-ACHIEVERS

UNIFORM = OA			MATHEMATICS = OA			
	N = 19		N = 45			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.42	2.88	9.75	2.08	0.44	NS
B	4.89	1.48	4.86	1.22	0.02	NS
C	8.15	3.18	8.28	2.83	0.15	NS
D	9.72	3.30	7.97	3.15	1.80	NS
E	5.94	2.39	5.88	2.56	0.08	NS
F	8.10	2.55	5.64	2.48	3.51	.01
G	9.00	2.98	10.28	2.83	1.56	NS
H	8.36	3.23	9.08	3.19	0.80	NS
I	7.84	3.06	5.75	2.44	2.61	.01
J	7.00	2.12	7.09	2.18	0.15	NS
Q	8.26	2.71	7.73	2.94	0.68	NS
Q ₂	5.31	2.24	7.11	1.90	3.00	.01
Q ₃	10.63	2.28	11.06	0.89	0.78	NS
Q ₄	7.00	3.85	6.73	3.60	0.25	NS

The mean scores of uniform over-achievers is 7.84 & of Mathematics over achievers 5.75 the S.Ds are 3.06 & 2.44. The 't' value is 2.61, significant at .01 level. The uniform over achievers are high scorers on this factor which means they are tough minded reticent & reserved. The Mathematics over achievers are low scorers so they are tender minded capable of receiving stimulus.

With a mean score of 5.31 the uniform over achievers are low scorers on factor (Q_2) their S.D. being 2.24, whereas Mathematics over-achievers are high scorers with a mean score of 7.11 and S.D. 1.90. There exists significant difference between the two groups at .01 level as the 't' value is 3.10. On this basis it can be concluded that the uniform over-achievers are socially dependent, prefers the company of others & have close contact. Mathematics over achievers are ingenious, resourceful so are self-sufficient.

On the rest of 12 personality attributes there is no significant difference between the two groups.

14. Comparison between uniform under achievers and English under achievers on 14 personality dimensions

It is crystal clear from the table that there is significant difference between uniform under achievers and English under achievers on 3 out of 14 personality dimensions. These dimensions are (C) Affected by feelings Vs Emotionally stable (I) tender minded Vs tough minded (Q) Self-Assured Vs Apprehensive.

As far as factor (C) is concerned the mean scores of the two groups i.e. uniform under achievers and English under achievers are 10.25 & 8.76, the S.Ds are 2.04 & 2.45. The 't' value is 2.06 which is significant at .05 level. Uniform under achievers are high scorers on this factor. It can be concluded about them that they are impudent and emotionally stable, their actions are well thought out on the other hand English under achievers are emotionally less stable and less confident.

On factor (I) the mean scores of the two groups are 8.08 and 9.80 the S.Ds are 2.17 and 2.47

respectively. The 't' value is 2.29 which is significant at .05 level. On this basis uniform under achievers may be ascribed as sensitive and readily influenced. On the other side English under achievers are reticent, can control themselves, so exhibit tough mindedness.

On factor (Q) the mean scores of the uniform under achievers and English under achievers are 9.16 & 6.30, the S.Ds are 1.34 & 1.95 respectively. The 't' value is 5.72 which is significant at .01 level. The low scorers on this factor are calm, placid & untrouble some. It can be concluded that uniform under achievers are insecure and self reproaching, due to their high score. English under- achievers are calm tranquil and placid as they are low scorers.

It can be summarized that uniform under achievers are :

- (1) Emotionally stable possess high ego strength.
- (2) Tender minded & dependent.
- (3) Self reproaching insecure.

And English under achievers are :

TABLE 14

Showing the significance of difference between the mean scores of UNIFORM-UNDER-ACHIEVERS and ENGLISH-UNDER-ACHIEVERS

UNIFORM = U.A.			ENGLISH = U.A.			
	N = 12		N = 42			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
	<i>s</i>					
A	8.25	2.61	9.11	2.42	0.98	NS
B	3.91	0.90	4.19	1.10	0.87	NS
C	10.25	2.04	8.76	2.45	2.06	.05
D	8.00	1.91	8.71	2.21	1.16	NS
E	6.5	1.75	7.42	2.02	1.50	NS
F	8.41	2.09	8.73	2.05	0.45	NS
G	10.16	2.99	10.23	2.28	0.07	NS
H	9.66	1.84	9.35	2.36	0.46	NS
I	8.08	2.17	9.86	2.47	2.29	.05
J	7.58	3.09	7.57	2.58	0.00	NS
Q	9.16	1.34	6.30	1.95	5.72	.01
Q ₂	7.41	1.86	7.26	2.14	0.23	NS
Q ₃	8.41	3.32	9.23	2.61	0.75	NS
Q ₄	6.66	2.49	6.54	2.64	0.14	NS

- (1) Emotionally less stable.
- (2) Tough minded & self dependent.
- (3) Secure & Placid.

On the remaining 11 personality factors there is no significant difference between uniform under achievers and English under achievers.

15. Comparison between the uniform under-achievers and social science under-achievers on 14 personality dimensions

Inference can be drawn from the table (9) that there exists significant difference between uniform under-achievers and social-science under-achievers on 3 personality factors. These factors are (C) (Q) and (Q_2).

On factor (C) designated as Affected by feelings Vs Emotionally stable. The high scorers are counted as emotionally stable, cool & impudent and low scorers as emotionally less stable.

Since, there is significant difference between uniform under-achievers and social science under-achievers, with their mean scores and S.Ds 10.25 & 8.88, 2.04 & 2.45 respectively, the 't' value is 2.04, significant at .05 level, it can be said that uniform under-achievers are emotionally more stable mature & calm than Social Science under-achievers.

The comparison between uniform under-achievers and Social Science under-achievers on factor

(Q) implying, self assured Vs apprehensive, shows meaningful difference between the two groups. The mean scores of uniform under achievers and social science under-achievers are 9.16 & 7.59. The S.Ds are 1.34 and 2.10 respectively. The 't' value is 3.07, significant at .01 level. The low scorers on this measure are calm, secure and untroubled, the high scorers are apprehensive and insecure. As it is evident from the table. Uniform under-achievers scored higher, so they can be designated as apprehensive and insecure, & the social science under achievers as secure and untroubled due to their low score.

Factor (Q) socially group dependent Vs self-sufficient. The mean scores of uniform under achievers and social science under achievers are 7.41 and 8.93 and S.Ds are 1.86 & 2.34 respectively. The 't' value is 2.30, significant at .05 level.

The high score on this factor presents self-sufficiency, preference of own-decisions and resourcefulness, the low scores, dependent and joiner temperament. As such it may be well said that social science under-achievers with significantly higher mean scores are relatively prone to self-

TABLE 15

Showing the significance of difference between mean scores of UNIFORM-UNDER-ACHIEVERS and SOCIAL SCIENCE-UNDER-ACHIEVERS

UNIFORM = U.A.			SOCIAL SCIENCE = U.A.			
N = 12			N = 44			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	8.25	2.61	8.84	3.47	0.62	NS
B	3.91	0.90	4.25	1.13	1.06	NS
C	10.25	2.04	8.88	2.45	2.04	.05
D	8.00	1.91	8.72	2.66	1.02	NS
E	6.5	1.75	6.52	2.18	0.03	NS
F	8.41	2.09	8.70	2.25	0.40	NS
G	10.16	2.99	9.77	2.46	0.40	NS
H	9.66	1.84	9.06	2.63	0.88	NS
I	8.08	2.17	7.52	2.48	0.74	NS
J	7.58	3.09	7.40	2.00	0.18	NS
Q	7.41	1.34	7.59	2.10	3.07	.01
Q ₂	7.41	1.86	8.93	2.34	2.30	.05
Q ₃	8.41	3.32	9.79	2.54	1.28	NS
Q ₄	6.66	2.49	6.63	2.90	0.35	NS

sufficiency, resourcefulness and preference of own decisions than the uniform under achievers with their significantly lower mean scores who may be designated as lacking self supportiveness.

On the rest of the factors, as can be seen from the table, the difference between the two groups is insignificant.

TABLE 16

Showing the significance of difference between the mean scores of UNIFORM-UNDER-ACHIEVERS and MATHEMATICS-UNDER-ACHIEVERS

UNIFORM = U.A.			MATHEMATICS = U.A.			
N = 12			N = 46			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	8.25	2.61	8.71	2.72	0.52	NS
B	3.91	0.90	4.6	1.44	2.02	.05
C	10.25	2.04	9.13	2.30	1.62	NS
D	8.00	1.91	8.47	2.61	0.68	NS
E	6.5	1.75	6.41	1.98	0.001	NS
F	8.41	2.09	8.91	2.10	0.007	NS
G	10.16	2.99	9.84	2.31	0.33	NS
H	9.66	1.84	6.48	2.61	4.82	.01
I	8.08	2.17	7.67	2.11	0.56	NS
J	7.58	3.09	7.45	2.19	0.13	NS
Q	9.16	1.34	7.21	2.41	3.61	.01
Q ₂	7.41	1.86	6.10	2.05	2.07	.05
Q ₃	8.41	3.32	9.45	2.90	0.95	NS
Q ₄	6.66	2.49	6.63	2.49	0.03	NS

16. Comparison between uniform under achievers and Mathematics under achievers on 14 personality dimensions

Examination of the table shows, significant difference between uniform under — achievers and Mathematics under — achievers on 4 personality dimensions namely (B). Less intelligent Vs More Intelligent (H) Shy Vs Adveturous (Q) self-assured Vs Apprehensive (Q_2) socially group dependent Vs self sufficient.

On factor (B) more intelligent are high scorers, and less intelligent low scorers, on this factor the uniform under achievers have lower mean score than Mathematics under_achievers, their mean scores being 3.91 & 4.6, S.Ds 0.90 & 1.44 respectively. The 't' value as can be seen from table (10) is 2.02 which is significant at .05 level. Uniform under-achievers are less intelligent, so interm they are concrete thinker, Mathematics under achievers are more intelligent, and capable of abstract thinking due to their significantly higher mean score.

The high achievers on factor (H) are designated as adventurous & daring, the low scorers timid, faint hearted & threat sensitive.

The table indicates uniform under-achievers as high scorers with a mean score of 9.66 & S.D. 2.99. Mathematics under-achievers with a mean score of 6.43 & S.D. 2.61 are low scorers. The 't' value is 4.82, which is significant at .01 level.

From the above description it can be well said that uniform under-achievers are enterprising, bold and does not see any danger. The Mathematics under — achievers are bashful, timid and have shy temperament.

There is significant difference on factor (Q) self-assured Vs Apprehensive between uniform under — achievers and Mathematics under_achievers, with mean scores of 9.16 & 7.21, S.Ds 1.34 & 2.41 respectively. The 't' value is 3.61, significant at .01 level.

It can be incurred that uniform under achievers are apprehensive and have a feeling of insecurity, Mathematics under achievers are self-assured so are calm and free from trouble because of low score.

TABLE 17

Showing the significance of difference between the mean scores of INTRA-INDIVIDUAL DIFFERENCES (IID) OVER-ACHIEVERS and ENGLISH-OVER-ACHIEVERS

IID = OA			ENGLISH = OA			
N = 12			N = 34			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.83	3.41	9.32	2.84	0.58	NS
B	4.41	1.03	4.88	1.43	0.46	NS
C	9.58	2.49	5.29	2.94	4.76	.01
D	8.08	3.31	8.58	3.05	0.44	NS
E	8.83	3.07	5.79	2.11	0.25	NS
F	7.33	2.17	7.05	2.44	0.35	NS
G	10.33	1.92	9.47	2.76	1.14	NS
H	10.08	2.95	8.38	3.36	1.60	NS
I	9.25	1.42	7.82	2.58	2.30	.05
J	8.08	3.43	7.76	2.30	0.29	NS
Q	6.33	2.69	7.94	2.33	1.78	NS
Q ₂	7.25	1.73	7.35	2.49	0.14	NS
Q ₃	11.5	2.17	10.26	2.21	1.65	NS
Q ₄	6.75	3.21	6.70	3.11	0.04	NS

Factor (O_2) the high scorers are self sufficient, resourceful and able to take decisions. The low scorers are sociably group dependent & joiner of the group.

Since there is significant difference between uniform under achievers and Mathematics under achievers as their mean scores are 7.41 & 6.10 and S.Ds 1.86 & 2.05. The 't' is 2.07, significant at .05 level. It can be said that uniform under achievers are resourceful self-sufficient and can take their own decisions. Mathematics under achievers are joiner of the company & like to develop close contact.

On the not described dimensions, there is no significant difference between uniform under achievers and Mathematics under achievers.

17. Comparison between IID over achievers and English over achievers on 14 personality factors

In table (17) the comparison between IID over-achievers and English over achievers is significant at two personality factors (C) & (I).

On factor (C) Affected by feelings Vs. Emotionally stable. IID over achievers and English over achievers possess the mean score 9.58 and 5.29 The S.Ds 2.49 and 2.94 respectively. The 't' value is 4.76 significant at .01 level. The high score on this factor conveys emotional stability and high ego strength. The low scorers are reverse with less emotional stability and low ego strength.

On the basis of the above description it can be said that IID over-achievers are emotionally more stable, mature and have ego strength, where as English over achievers are emotionally less stable, easily upset and have low ego-strength.

On factor (I) Tender minded Vs tough minded. Tough mindedness and self-restrained

characteristics convey high scores, sensitivity tender mindedness convey low score.

There exists significant difference between IID over achievers and English over-achievers at .05 level, with a 't' value of 2.30, the mean scores of IID over-achievers and English over achievers are 9.25 & 7.82 & S.Ds 1.42 & 2.58.

It may be concluded that IID over achievers are tough minded self-restrained & reticent⁺ and English over achievers are tender minded, sensitive so are dependent.

On the rest of 12 personality factors, there is no significant difference between IID over achievers and English over-achievers.

TABLE 18

Showing the significance of difference between the mean scores of INTRA-INDIVIDUAL DIFFERENCES OVER-ACHIEVERS and SOCIAL SCIENCE OVER-ACHIEVERS

IID = OA SOCIAL SCIENCE = OA

N = 12			N = 43		LEVEL OF	
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.83	3.41	9.00	2.87	0.74	NS
B	4.41	1.03	4.65	1.21	0.66	NS
C	9.58	2.49	8.46	3.48	1.21	NS
D	8.08	3.31	8.23	3.06	0.31	NS
E	8.83	3.07	6.06	2.58	2.77	.01
F	7.33	2.17	8.67	2.54	1.76	NS
G	10.33	1.92	9.95	2.62	0.54	NS
H	10.08	2.95	9.09	3.14	0.12	NS
I	9.25	1.42	7.44	2.38	3.23	.01
J	8.08	3.43	7.46	2.75	0.55	NS
Q	6.33	2.69	9.46	2.62	3.47	.01
Q ₂	7.25	1.73	7.32	2.33	0.11	NS
Q ₃	11.5	2.17	10.86	2.07	0.88	NS
Q ₄	6.75	3.21	4.62	2.23	2.06	.05

18. Comparison between IID over achievers and social science over achievers on 14 Personality Factors

IID over achievers and social science over achievers differed significantly from each other on 4 personality dimensions. These dimensions are (E) obedient Vs assertive (1) Tender minded Vs tough minded (Q) self-assured Vs Apprehensive (Q₂) Relaxed Vs. tensed.

High scorers are assertive, insistent and aggressive on factor E, the low scorers are obedient, adjustable and submissive.

It is pertinent from the table, that the mean scores of IID over achievers and social science over achievers are 8.83 and 6.06, the S.Ds are 3.07 & 2.58. The 't' value is 2.77, significant at .01 level. It can be implied that IID over achievers are high scorers so are assertive stubborn and insistent on the other hand social science over-achievers are obedient, soft and adjustable.

On factor (I) the high scorers are tough minded and low scorers sensitive and dependent.

With the mean scores of IID over achievers and social-science over-achievers, 9.25 & 7.44 and the S.Ds 1.42 & 2.38 and 't' value 3.23, significant at .01 level, it can be deduced that IID over-achievers are adventurous and prepare to take risk and hazards. Whereas social science over-achievers are tender minded, threat sensitive and ready to react outside influence.

Significant difference is found between the mean scores of IID over achievers and social science over achievers on factor (Q). The high scorer can be interpreted as apprehensive and of self-reproving nature, the low scores as self assured & calm natured. The mean scores of IID over achievers and social science over achievers are 6.33 and 9.46, the S.Ds 2.69 & 2.62 respectively. The 't' value is 3.47 which is significant at .01 level.

An inference can be made that IID over achievers are self assured, secured and not trouble creator with their low score, IID social science over achievers are apprehensive and self reproaching and having a feeling of insecurity.

On factor (Q_4) Released Vs Tensed, the high scorers are fretful and tensed but the low scorers

compose quiet and feel released.

It can be apprehended from the table that there is significant difference between IID over achievers and social science over achievers, their mean scores are 6.75 and 4.62 & S.Ds being 3.21 & 2.23. The 't' value is 2.06 showing significance at .05 level.

It may be said that IID over achievers are tensed fretful and vexed but social science over achievers are tranquil, quiet, composed and are able to cope up with tension.

On the remaining factors as can be seen from the table 12, the difference between the two groups are insignificant.

The findings may be summarized as under :

The IID over achievers have been found to be. :

- (1) Comparatively aggressive insistent and assertive.
- (2) More restrained and tough minded.
- (3) Comparatively untroubled, self assured.

TABLE 19

Showing the significance of difference between the mean scores of INTRA-INDIVIDUAL DIFFERENCES OVER-ACHIEVERS and MATHEMATICS-OVER-ACHIEVERS

IID = OA			MATHEMATICS = OA			LEVEL OF SIGNIFICANCE
N = 12			N = 45			
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	
A	9.83	3.41	9.75	2.08	0.07	NS
B	4.41	1.03	4.86	1.22	1.35	NS
C	9.58	2.49	8.28	2.83	1.51	NS
D	8.08	3.31	7.97	3.15	0.10	NS
E	8.83	3.07	5.88	2.56	2.65	.01
F	7.33	2.17	5.64	2.48	2.25	.05
G	10.33	1.92	10.28	2.83	0.07	NS
H	10.08	2.95	9.08	3.19	0.99	NS
I	9.25	1.42	5.75	2.44	6.25	.01
J	8.08	3.43	7.09	2.18	0.91	NS
Q	6.33	2.69	7.73	2.94	1.52	NS
Q ₂	7.25	1.73	7.11	1.90	0.23	NS
Q ₃	11.5	2.17	11.06	0.89	0.62	NS
Q ₄	6.75	3.21	6.73	3.60	0.01	NS

- (4) Comparatively tensed and derived.

The social science over achievers are found to be :

- (1) Obedient, adjustable and comparatively easily managed.
- (2) Less restrained, sensitive and dependent.
- (3) More apprehensive & troubled.
- (4) Less tensed but tranquil, & released.

19. Comparison between IID over achievers and Mathematics over achievers on 14 personality dimensions

Evaluation of the table (19) shows the significant difference between IID over-achievers and Mathematics over achievers on 3 out of 14 personality attributes, these are (E) (F) & (I).

On factor (E) obedient Vs Assertive, there is significant difference between the two groups with the mean scores of IID over achievers and Mathematics over achievers 8.83 & 5.88 and the S.Ds are 3.07 & 2.56, showing significance at .01 level, with 't' value 2.65. Because of their high score on this factor. It can be well inferred that they are assertive, aggressive and stubborn. The Mathematics over achievers are obedient, and well behaved, which makes them adjustable, accommodating and mild.

Factor (F) indicates sober Vs Enthusiastic. There is significant difference between IID over achievers and Mathematics over-achievers. The high scorers on this factors are zealous and heedless,

the low scorers as sober, sedative, serious. The mean scores of IID over achievers and Mathematics over achievers are 7.33 & 5.64, the S.Ds are 2.17 & 2.48. The 't' value is 2.25. Which is significant at .05 level.

It can be learned that IID over achievers are enthusiastic, passionate and have happy go lucky temperament as delegates of high score. Mathematics over achievers are sober and concerned with weighty matters.

High score on factor (I) shows tough mindedness and rejection of illusion, the low score tender mindedness sensitive and dependent temperament.

Table (13) well apprehends the significant difference between the mean scores of IID over achievers and mathematics over achievers, the mean scores are 9.25 and 5.75 and S.Ds 1.42 and 2.44. The 't' value is 6.20 which is significant at .01 level. It may be ascertained from these findings that IID over achievers are tough minded responsible and reserved, because of high score. The mathematics over achievers are sensitive & tender minded.

On the rest of the factors, there is no significant difference between the two groups.

TABLE 20

Showing the significance of difference between the mean scores of
 INTRA-INDIVIDUAL-DIFFERENCES UNDER-ACHIEVERS and ENGLISH-UNDER-
 ACHIEVERS

IID = UA			ENGLISH = UA			
N = 22			N = 42		LEVEL OF	
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.68	2.89	9.11	2.42	0.78	NS
B	4.5	1.46	4.19	1.10	0.86	NS
C	8.63	2.36	8.76	2.45	0.20	NS
D	9.90	2.33	8.71	2.21	1.95	NS
E	6.22	2.55	7.42	2.02	1.90	NS
F	9.04	2.51	8.73	2.05	0.49	NS
G	10.36	1.98	10.23	2.28	0.23	NS
H	8.00	2.77	9.35	2.36	1.92	NS
I	9.77	2.37	9.80	2.47	0.04	NS
J	7.36	2.16	7.57	2.58	0.34	NS
Q	7.95	2.24	6.30	1.95	2.89	.01
Q ₂	7.31	2.32	7.26	2.14	0.38	NS
Q ₃	10.13	1.98	9.23	2.61	1.52	NS
Q ₄	6.31	2.05	6.54	2.64	0.38	NS

20. Comparison between IID under-achievers and English under-achievers on 14 Personality Factors.

Table 14 shows the difference between IID under-achievers and English under-achievers. There is difference between IID under-achievers and English under-achievers on one personality dimension i.e. (Q) self assured vs apprehensive.

On Factor (Q) the high scorers are ascribed as apprehensive and self-reproving. The low scorers, as calm and trouble free.

Since the mean scores of IID under-achievers & English under-achiever are 7.95 and 6.30, the S.Ds are 2.32 & 2.14 respectively. The 't' value is 2.89 which is significant at .01 level. As the highscorers are IID under-achievers it can be said about them that they are self censured & anticipator of difficulties English under-achievers are calm and self assured.

On the left out 13 personality measures, there exists no significant difference between the two groups.

21. Comparison between IID under-achievers and social science under achievers on 14 personality factors

Significant difference can be ascertained from the table between IID under achievers and social science under achievers on 2 out of 14 personality factors namely (I) and (Q).

Tender minded Vs tough minded is presented on factor (I). The low scorers are sensitive and ready to react outside stimulus which symbolises tender mindedness on the other hand high scorers denote self-restrained & controlled behaviour.

The mean scores of IID under achievers and social science under achievers on factor (I) are 9.77 and 7.51. The S.Ds are 2.37 and 2.48 respectively. The 't' value is 3.51 which is significant at .01 level.

On the basis of the results described in the proceeding paragraphs it can be well said that IID under achievers are tough minded and reticent whereas social science under achievers are gullible, sensitive.

TABLE 21

Showing the significance of difference between the mean scores of INTRA-INDIVIDUAL DIFFERENCES (IID) UNDER-ACHIEVERS and SOCIAL SCIENCE UNDER-ACHIEVERS

IID = UA			SOCIAL SCIENCE = UA			
	N = 22		N = 44			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.68	2.89	8.84	3.47	1.02	NS
B	4.5	1.46	4.25	1.13	0.69	NS
C	8.63	2.36	8.88	2.45	0.39	NS
D	9.90	2.33	8.72	2.66	1.81	NS
E	6.22	2.55	6.52	2.18	0.90	NS
F	9.04	2.51	8.70	2.25	0.53	NS
G	10.36	1.98	9.77	2.46	1.03	NS
H	8.00	2.77	9.06	2.63	1.49	NS
I	9.77	2.37	7.52	2.48	3.51	.01
J	7.36	2.16	7.40	2.00	0.07	NS
Q	7.95	2.24	7.59	2.10	0.62	NS
Q ₂	7.31	2.32	8.13	2.34	2.65	.01
Q ₃	10.13	1.98	9.79	2.54	0.58	NS
Q ₄	6.31	2.05	6.63	2.90	0.51	NS

Sociably group dependent Vs self sufficient is presented on factor (Q_2). There exists significant difference between the two groups i.e. IID under achievers and social science under achievers.

Since the mean score and S.D. of IID under achievers is 7.31 & 2.32 respectively and mean score and S.D. of social science under achievers is 8.13 & 2.34. The 't' value of the two groups is 2.65, significant at .01 level. It can be interpreted that IID under_achievers are social group dependent, they prefer to have close contact as they are low scorer on the other hand social science under achievers are ingenious and prompt, able to take their own decisions & resourceful too.

On the undescribed factors, there exists no significant difference between the two groups.

TABLE 22

Showing the significance of difference between the mean scores of INTRA-INDIVIDUAL DIFFERENCES (IID) UNDER-ACHIEVERS and MATHEMATICS-UNDER-ACHIEVERS

IID = UA			MATHEMATICS = UA			
N = 22			N = 46			LEVEL OF
14.P.F.	Mean	S.D.	Mean	S.D.	't' value	SIGNIFICANCE
A	9.68	2.89	8.71	2.72	1.31	NS
B	4.5	1.46	4.6	1.44	0.26	NS
C	8.63	2.36	9.13	2.30	0.81	NS
D	9.90	2.33	8.47	2.61	0.64	NS
E	6.22	2.55	6.41	1.98	0.30	NS
F	9.04	2.51	8.91	2.10	0.20	NS
G	10.36	1.98	9.84	2.31	0.52	NS
H	8.00	2.77	6.43	2.61	2.21	.05
I	6.77	2.37	7.76	2.11	3.51	.01
J	7.36	2.16	7.65	2.19	0.15	NS
Q	7.95	2.24	7.21	2.41	1.23	NS
Q ₂	7.31	2.32	6.10	2.05	2.05	.05
Q ₃	10.13	1.98	9.45	2.90	0.07	NS
Q ₄	6.31	2.05	6.63	2.49	0.55	NS

22. Comparison between IID under_achievers and Mathematics under_achievers on 14 personality factors

Evaluation of table (16) indicates, the difference between IID under_achievers and Mathematics under_achievers on 3 personality dimensions such as (H) Shy Vs Adventurous (I) Tender minded Vs tough minded (Q_2) sociably group dependent Vs self-sufficient.

On factor (H) the mean scores and S.Ds of IID under achievers and Mathematics under achievers are 8.00 & 6.43, 2.77 & 2.61 respectively. The 't' value is 2.21 significant at .05 level.

Since the IID under_achievers are high scorers, so are daring, adventurous and risk taker. Mathematics under_achievers are shy, timid and restrained because of their low score on this very factor.

The high scorers on factor (I) are unfielding, resistant tenacious The low scorers, as scrupulous procelain & soft hearted.

The mean scores of IID under_achievers and Mathematics under - achievers are 6.77 and 7.67. The

S.Ds are 2.37 and 2.11 respectively. The 't' value is 3.51 which is significant at .01 level. It can be said that IID under-achievers are sensitive considerate, so are tender minded whereas Mathematics under-achievers are tough minded, self restrained and reserved.

Factor (Q_2) sociably group dependent Vs self-sufficient. The high scorers are self-dependent and resourceful, low scorers are social group joiner.

Significant differences exists between IID under-achievers and Mathematics under-achievers on factor (Q_2), with their mean scores and S.Ds 7.31 & 6.10, 2.32 & 2.05 respectively which is significant at .05 as the 't' value is 2.05. It can be said that IID under-achievers are expedient confident and self-sufficient can take their own decisions. Their counterparts Mathematics under achievers are follower, group dependent and prefers associations.

No significant difference exists between IID under-achievers and social science under-achievers on the remaining personality factors..

CHAPTER FIVE

DISCUSSION

The present study as stated earlier, was carried out mainly to find out differences in personality characteristics of intra individual differences (IID) of over and under achievers in different school subjects viz, English, Social Science and Mathematics with the assumption that the causal and concomittant personality factors might possibly be different for over achievers and under achievers along different school subjects namely English, Social Science and Mathematics, Uniform over and under achievers. IID over and under achievers.

As it was stated at the very out set, the one of the objective of the present investigation was to find out the personality differences between the over achievers of one knowledge area with the over achievers of another knowledge area, and also the under achievers of one knowledge area with under achievers of another knowledge area. The knowledge areas were English, Social Science and Mathematics.

While comparing the English over achievers with Social Science over achievers, personality differences

on four dimensions emerges out, over achievers in English were found to be emotionally less stable, those who are over achievers in English language and literature would be more sensitive to feelings and emotions. They also appears to be sober, which might have been an artibute of reading a lot about English literature, the sobriety might have contributed to calmness and tranquility. But they are untroubled too, which might have resulted with the acceptance of their lot. Their counterparts social science over achievers seems to be emotionally stable and relaxed. The over achievers in a subject like social science would have quite naturally felt stable and relaxed. At the same time, they seem to be apprehensive as well as enthusiastic. These opposite feelings would have developed, with the thought of over achieving in other areas too.

Mathematics over achievers have been found to be more self controlled. It is quite reasonable that those who are self controlled in their behaviour would be more goal oriented and well programmed. Emotional stability seems to be the controllary of self controlled nature. The Mathematics over achievers who are involved in their Mission seems to be sober and

moderate in their approach. They seem to be sensitive even to the minute detail, the reason is their intense desire to be perfect in all aspects so that they may achieve beyond expectations.

Emotional instability is an attribute of over achievement in English. English literature being a treasure of feelings and emotions makes even the most involved person sensitive to feelings and emotions. It is reasonable that the over achievers in English are prone to feelings and lack emotional stability over achievers in English are enthusiastic too that seem to be the result of satisfaction of over achieving. They are lax and reticent too. It is off and on observation that achievement beyond expectations lead to over confidence, which might have generated these characteristics.

Mathematics over achievers in comparison to social science over achievers have been found to be less enthusiastic less tough minded, less apprehensive and less relaxed. The result is understandable if one aspires to achieve high in a scientific and sober subject like Mathematics, should be grave and staid in one's approach. Due to constant mental pre-occupation

of over achieving in Mathematics, more devoted and involved in the subject would have become tense and some times tender minded but at the same time they are calm and placid, which is necessary to get over achieving result. Hence, characteristics such as staid, tendermindedness tenseness and assurance may quite reasonably be the concomittant factor going with over achievement in Mathematics. The over achievers in a subject like social science seems to be quite relaxed, reason may be the feeling of self satisfaction. For over achieving in any subject one should be self evaluative so that the weak areas may be looked into. This may well be the reason for social science over achievers to be self reproving. The other two characteristics of toughminded, zealousness would have resulted in insistency, a considered attribute for over achievement.

As discussed earlier also the under achievers in English are inclined towards assertiveness, tough mindedness, and social group dependence while the under achievers in social science are inclined towards sobriety, tender mindedness and self sufficienncy. As far social science under achievers are concerned, the very nature of the subject social science indicates

that the under achievers in this area may exhibit a lower level in social characteristics, in place of being more sociable and friendly as well as flexible and accommodating. They have been found to be, as expected from them, a bit less sociable rather sober self centred and tender minded irritable. The results are therefore, not very much surprising.

When the under achievers in English were compared with the under achievers in Mathematics, it was found that the English under achievers were far more assertive, adventurous tough minded and self sufficient than the Mathematics under achievers. These differences seems to be subject oriented. It has been found generally, that aggressions has never been associated with high achievement. From this point of view under achievement seems to be the natural corollary of aggressive attitude in a subject like English, which is known for its delicacy and beauty. In the same vein toughmindedness and adventurous attitude would have contributed for under achievement. But one result is quite alarming, that they are found to be self sufficient, in todays world of knowledge explosion, no one is self sufficient, if some one

carries this kind of feeling one is bound to achieve below expectations. It has been observed that under achievement below expectation makes a person dependent on others with it is related tender mindedness and shyness. This seems to be a strange phenomenon occurring for under achievers of Mathematics, but a deeper understanding of the phenomenon reveals that under achievement would have generated a feeling of inferiority in which in turn would have been related to obediency in their attitude.

The comparison between social science under achievers and Mathematics under achievers yielded significant differences on two personality dimensions.

Mathematics under achievers have been found to be shy and sociably group dependent. The presence of these characteristics may well throw one into the ditch of under achievement. For over achievement one should be challenger, but the presence of shyness & joiner tendency does not permit to accept challenges. This may quite reasonably be the reason for under achieving in a difficult subject like Mathematics. But their social science counterparts are adventurous and self

sufficient the presence of these personality attributes may have given rise to over confidence which may have lead to under achievement.

The statistical treatment of the data revealed that there were significant personality differences between IID over achievers and IID under achievers, uniform over and under achievers. Marked differences were also found between IID over achievers and uniform over achievers and uniform under achievers and IID under achievers.

To find out whether the IID over achievers were different from IID under achievers, comparison were made between the two groups along fourteen personality dimensions. IID over achievers were found to be more assertive and serious, while the IID under achievers were less serious. It is our day to day observation, that those who possess higher abilities in certain specific areas tend to be assertive in their behaviour, which in turn boosts one's confidence. Their counterparts i.e. IID under achievers are accommodating because they lack confidence due to their under achievement in one or two specific areas which makes them mild in their attitude towards other people.

In the similar fashion seriousness in one's efforts lead to achievement beyond expectations. So, seems the reason for intra individual difference cases for over achieving in a number of areas. It is quite reasonable that under achievers tend to be associated with sincerity in their goal and in turn produce, under achievement in different areas.

Comparisons were made between uniform over achievers and uniform under achievers on 14 personality factors. The results yielded clearcut differences between the two groups on Factors, 'B' 'C' and 'O₂'. The uniform over achievers were found to be very much prone to abstract thinking while their counterparts were found to be very much inclined towards concrete thinking, abstract thinking being the attribute of high intelligence group and concrete thinking going with the lower level of intelligence (Piaget). The result is very much convincingly and understandable. There is also a corroborating note in the work of Puri (1987) where he too, finds abstract thinking as the distinctive quality of over achievers and concrete thinking of the under achievers in general.

Very much close to the above finding are the results on the emotional stability. It is a common observation that abstract thinkers i.e. Philosophers, Poets and Artists as well as creative and divergent thinkers are emotional and even some times sentimental. Hence, the results that abstract thinking uniform over achievers are emotionally more instable in comparison to the concrete thinking uniform under achievers is not any way surprising. The concrete, thinkers are therefore, quite understandably emotionally more stable and matter of fact typical in their personal characteristics.

The findings on ' Q_2 ' also exhibit a psychological coherence with the above two results. The emotional people it is our common day experience are more gregarious i.e. the seekers and joiners of the group to get recognition and appreciation by others. The uniform over achievers have thus been found to be quite convincingly more prone to be joiner of group than their counterparts uniform under achievers, who are emotionally more stable are rather, stoic and therefore, self sufficient and complacent.

When IID over achievers were compared with the Uniform over achievers, a very interesting difference emerged out regarding their personality characteristics. As discussed above IID over achievers felt more confident and assertive than their uniformly over achieving counterparts who were in turn found to be more accommodating, mild and flexible in adjustment with the groups. The result is quite cogent in the sense that over achievers in all the subjects are generally found to be more considerate towards other and better adjusted than those whose over achievement is occasional and a bit dilapidated i.e. IID over achievement.

The groups of uniform under achievers and IID under achievers, when compared yielded differences on three personality dimensions.

Factor 'C' which is related to emotional aspect of personality, uniform under achievers have been found to be emotionally stable, the reason for this seems to be their continuous under achievement in all the areas of knowledge. This is the well established fact that emotional stability comes when one gets the same

results in almost all the areas. But if the circumstances are reverse i.e. sometimes successful at another time unsuccessful, in facing such situation, emotional instability comes that may well be the reason for IID under achievers becoming emotionally unstable.

On the line of emotional stability comes the undemonstrative characteristic. Stability leads to undemonstrative attitude. Uniform over achievers along the line of emotional stability are found to be undemonstrative. But IID under achievers are excitable that goes with their emotionally instable character. Uniform under achievers are sensitive too, perhaps with the thought of achieving below expectations in all the areas. But their counterparts i.e. IID under-achievers have become tough minded, which gives credence to their uneven achievement.

Comparison were also carried out between uniform over achievers and under achievers along with different subjects namely, social science, English and Mathematics over and under achievers taken separately.

Emotional stability has been found to be the hall mark of over all achievement. This fact has been corroborated by Dhaliwal (1971), Puri (1987)

Achievement above expectation in different areas lead to satisfaction which gives stability to behaviour. This may possibly be the reason for stability in emotions. Whereas their counterparts English over achievers were found to be emotionally less stable English literature being a treasure of feelings and emotions makes even the most involved person sensitive to feelings and emotions. It is quite reasonable that the over achievers in English are prone to feelings and lack of emotional stability. This aspect of their personality is supported by Jahan (1985) Neog (1989) in their studies.

A difficult thing like over achievement in all the areas is not possible, in the prevailing circumstances of today, where so much explosion of knowledge has taken place. Taking help of other people is necessary inorder to get the best result for things, one has to depend on others. This seems to be the reason for uniform over achievers being group dependent. Quite interestingly English over achievers have been found to be self sufficient. It is a well established fact that high abilities in a language generates self confidence, which in turn leads to self sufficiency.

The uniform over achievers and social science over achievers differed from each other on two personality dimensions ' Q_2 ' and ' Q_4 '.

Uniform over achievers have been found to be worried. If a person is always occupied with the thought of over achieving in all the areas of knowledge one becomes tense with the idea of not achieving high in different areas. This may well be said about uniformly achievers as being tensed, whereas social science over achievers are calm as their aspirations are limited. So, over achievers in one specific area are quiet, calm and released because it is found that less aspirations you possess more free you feel about. With it is related the self sufficiency, the more self sufficient one feels about if one feels so.

So it can be well inferred about uniform over achievers that they are worried and tensed so are group dependent. It is self sufficiency of social science over achievers that has made them calm and released.

When comparison were made between uniform over achievers and Mathematics over achievers. It was found that the Mathematics over achievers quite in consonance with the nature of the subject were found to be more

serious and sober than their counterparts.

Mathematics over achievers were also found to be more tenderminded than their counterparts, because without sensitivity to the delicacy of the problem one cannot be discerning and precise. The third characteristic ' Q_2 ' in which the Mathematics over achievers have been found to be more self sufficient than the uniform over achievers. It is quite understandable in the sense that without possessing sufficient information one cannot deal with the Mathematical problems successfully. Hence, the distinctive personality features of the two groups are quite convincing and rightly supported by Gworski (1965) Ghuman (1976).

When uniform under achievers were compared with English under achievers a very interesting difference emerge out as far as their personality characteristics are concerned.

It has been found that uniform under achievers are emotionally stable than English Under achievers. As discussed stability in their behaviour comes due to the same results. Their counterparts are emotionally

less stable. Though emotionally stable uniform under achievers are tenderminded too, because human beings are off and on sensitive towards certain issues inspite of bold appearance. This characteristics of personality was also found among under achievers by Gworski (1965). English under achievers are tough minded. Sensitivity leads to insecurity this may well be the reason for uniform under achievers displaying sensitive feelings. But calmness and tranquility on the part of English under achievers may be attributed to reconciliation with the result.

The uniform under achievers having a continuous experience of failure know well their future and limitation. As such they have quite reasonably be found emotionally stable. However, the lack of knowledge make them quite hesitant and apprehensive and very much dependent on the group than those who have under achieved in social science alone, their under achievement in other subjects being quite normal the social science under achievers are comparatively more calm, secure and self sufficient than the uniform under achievers in all the subjects. As the under achievers in social science alone, they still have much left out

to try in other subjects. So, they have quite reasonably be found to be affected by feelings than the uniform over achievers who are coldly stable.

Mathematics under-achievers in comparison to uniform under achievers have been found to be more intelligent, less enterprising, self assured and sociably group dependent. These characteristics of Mathematics under achievers have been corroborated by Neog (1989) in her study.

Mathematics is a scientific and reasonable subject, need much more intellect to solve its tricky problems, than required in other subjects. This may well be the reason for possessing higher intellect in comparison to uniform under achievers. But inspite of high intelligence, Mathematics under achievers are unable to achieve higher in that particular subject, which make them shy, but at the same time feel self assured on the basis of their intellect. Mathematics under achievers inorder to come over their draw back in the subject are inclined to join the group, possibly to come over their lacuna but their counterpart uniform under achievers seems to be self sufficient. The feeling of self sufficiency may have resulted due to in

under achievement in almost all the areas of knowledge. As the things goes to day no one is self sufficient. We have to depend upon other for achieving above expectations.

Comparison were carried out between IID over achievers and over achievers in English, Social Science and Mathematics and also between IID under achievers and under achievers in different knowledge areas namely English, Social Science and Mathematics taken separately.

As can be seen from table (17) Emotional stability and toughminded are associated with IID over achievers in comparison to English over achievers. It is a common observation that emotional stability leads to toughminded attitude. In this sense result is very convincing. These characteristics combined together may well be the reason for over achieving in a number of areas for the Intra Individual differece cases.

The over achievers in English are emotionally less stable as well as tenderminded once again it can be said that English language and literature being more skin to feelings, the over achievers in English are likely to be more tenderminded and emotionally less stable.

As discussed at several other places. The over achievers have generally been found to be more obedient, well mannered, tenderminded and consequently more calm and relaxed than their counterparts i.e. ID over achievers who have become used to different types of experiences in achievement. They quite naturally have become more stubborn, toughminded and self assured than the over achievers in social science. However, their inner feeling about their uneven career keeps them tense quite under standably.

IID over achievers are more assertive more enthusiastic and more tough minded than their Mathematics over-achievers.

It has been found that over achievement in a number of areas leads to insistency in behaviour. It also makes a person enthusiastic with the idea of over achieving in more areas. IID cases over achievers are not uniform in their achievement as they face ups and downs' in their life. They become used to face all sorts of results. This tendency in them leads to tough minded ness.

Mathematics over achievers are sober but they are obedient too. Obediency on the part of the students is considered to be an attribute of a good result such students behave properly in the class, listen to the teacher and learns a lot from them. This may well be the result of tender mindedness. Those who are tender minded listen to others views and pay respect. All these characteristics may quite reasonably be attributed to over achievement in a difficult subject like Mathematics.

IID under achievers when compared to English under achievers have been found to be different on only Factor (Q). It is a day to day observation that under achievers in more than one areas are found to be more apprehensive, a characteristic which would never allow a person to reach up to the mark, what to say of going, beyond expectation in achievement. Under achievers in English seems to be less apprehensive because their under achievement is limited to only one subject.

A strange phenomenon seems to occur when IID under-achievers appear to be more tough minded as well as group dependent in comparison to social science under achievers but a deeper analysis of these characteristics would reveal that the situation of swinging between the two extreme of contradictory

characteristics create the delima which would never be helpful for academic achievement. The outcome of this kind of delima would quite naturally be under achievement, whether it is present in intra individual difference cases and social science cases. However the difference lies in the direction of swinging between the two subject areas. The IID under achievers are swinging between more toughmindedness and group dependence while the under achievers in social science are swinging between lesser toughmindedness and self sufficiency.

Mathematics is a subject in which a student can either do things correctly or wrongly. The under achieve result in Mathematics have really a tough time in grapping with mathematical problems and therefore, it is not surprising that they have become a bit thick skinned and a bit toughminded also in comparison to their counterpart i.e. IID under achievers who are not necessarily under achievers in Mathematics.

The continuous experience of under achievement in Mathematics makes the student very much dependent on others and they shy away when exposed to the

difficult problems of Mathematics while those who have different types of experience may quite reasonably be expected to exhibit a greater degree of self sufficiency and adventurousness in comparison to the under achievers in Mathematics.

It can be inferred from the foregoing discussion of the present findings that in each of the three subject areas i.e. English, Social Science and Mathematics both the over achievers and under achievers exhibit specific personality characteristics going with specific subjects. It is therefore, concluded that the first hypotheses of the investigator that "over and under achievers in different school subject shall exhibit distinctive personality characteristics when compared with another subjects over and under achievers in each of the three school subjects namely English, Social Science and Mathematics" stands confirmed.

It is clearly found that uniform over achievers are distinctly different from uniform under achievers in their personality characteristics. It can therefore be concluded that the second hypotheses that 'Uniform over achievers will be different from uniform under

achievers in their personality characteristics" also stands confirmed.

As such the third hypotheses of the investigator "IID over achievers will exhibit distinctive personality characteristics when compared with the IID under achievers too stands confirmed.

As can be seen from the above discussion, the intra individual differences over achievers differed from uniform over achievers on different personality factors. As such the fourth hypotheses that "the over achievers with intra individual differences will show difference in the personality characteristics when compared with the uniform over achievers" once again stands confirmed.

The empirical evidence and the logical explanation of the results. Thus once again leads to conclude that fifth hypotheses that "the under achievers with intra individual differences will exhibit personality differences when compared with uniform under achievers" as corollary of the fourth one is also confirmed.

The above discussion clearly brings out the personality differences between the uniform over achievers and the subjectwise over achievers as well as uniform under achievers and the subjectwise under achievers i.e. (in English, Social Science and Mathematics taken separately). As such the sixth hypotheses that "the personality differences are expected when comparison are made between the personality characteristics of the uniform over and under achievers and the over and under achievers in each of three school subjects taken separately 'English, Social Science and Mathematics' also stands confirmed.

It can thus be safely concluded from the above discussion that the seventh hypotheses of the investigator "that the personality differences will be found when the IID over achievers and IID under achievers are compared with over achievers and under achievers in each of the three school subjects viz. English, Social Science and Mathematics' once again stands confirmed.

CHAPTER SIX

SUMMARY AND CONCLUSION

The purpose of the present investigation was primarily to identify the personality correlates of intra individual differences of over and under achievers in different school subjects namely English, Social Science and Mathematics. Over achievers in this regard refers to positive discrepancy and under achievement to negative discrepancy between the actual score and the score predicted on the basis of intelligence. Intra individual difference cases are those cases which are non-uniform achiever i.e. over achiever in one or two areas but under achiever in another areas or the under achievers in one or two areas but over achiever in another areas.

The concern of intra individual abilities of different magnitude within the individual becomes imperative from the point of view of the placement of an individual be it academic or vocational. It is a pathetic story that neither teachers nor vocational examiners, administrators and those who are at the helm of affairs give any recognition to intra individual differences. The

net result is the loss of human resource in the sense that neither the high ability areas are explored, which can be utilized to the maximum for the benefit of the nation, nor are the weak areas identified, which can be remedied and raised upto the reasonably expected level. By applying averaging techniques the excellence goes unappreciated and back wardness goes untreated. As a developing country India can ill afford to waste human talent and its limited resources. It becomes the moral responsibility of the teachers, administrators counsellors, to provide help and to look into the areas of intra individual difference cases. The present study has thus been taken up to explore the intra-individual.differences among the over and under achievers.

The review of related studies presented in chapter II would reveal that intelligence, being very closely associated with academic achievement is the most reliable predictor of school chievement (McCandless et al. 1972, Thakur 1972, Chandra 1975, Lalithama 1975, Crato et al. 1979, Kevlth 1979, Roberge & Flexer 1981, Yule et al. 1982, Knare Jo Anne 1985, Sinha & Gupta 1989). However, the relationship between the two variables has never been found to be perfect.

The research workers have been trying to find out factors responsible for discrepant achievement going unpredicted by intelligence. Perfect prediction fails either because of inadequacy of the tools employed in measuring the two variables or because there are other factors which might be contributing to the lack of perfect prediction.

A large body of research data are available, demonstrating the influence of noncognitive factors particularly of certain personality characteristics on academic performance. A large number of studies were carried out to find out the extent of relationship between academic achievement and different dimensions of personality. The investigators in this field satisfied themselves with exploring personality and environmental factors going with academic achievement (Tiegland 1966, Srivastava 1967, Rai 1974, Maria 1974, Vora 1978, Ruhland Gold & Flex 1978, Jain et al. 1985, Traub 1989).

Some studies based on the clear concept of over and under achievement have tried to find out the non intellectual personality factors of over as well as under achievers (Gworonski 1965, Pal 1970, Bhaduri 1971, Dhaliwal 1971, Sharma 1972, Jensen 1973,

Passi 1973, Abraham 1974, Vishnoi 1975, Beedawant 1976, Nagpal 1979, Jahan 1985, Haq 1987, Swarup 1989, Neog 1990, Tzelgor 1990).

Though these few studies have definitely made a break through in the areas of personality factors going with over and under achievers. But they have completely ignored the possible intra individual differences in academic achievement. Although some investigators have empirically observed the intra individual differences in achievement. Their findings clearly indicate that the individual achievement is not always uniform in different academic areas or school subjects. The investigations carried out by Blair (1956), Anastasi (1958), Kazmi (1986), Haq (1987), Haq & Nabi (1992) indicate the prevalence of the intra individual differences existing in the phenomenon of over and under achievement along different subjects.

The present work has thus been carried out with the following objectives :

- (1) To identify the distinctive personality characteristics of over and under achievers along different school subjects namely English, Social Science and Mathematics.

- (2) To look into the differential personality characteristics going with the uniform over achievers and under achievers.
- (3) To find out the distinctive personality characteristics of the intra individual differences (IID) over achievers and intra individual differences under achievers.
- (4) To see the differential personality characteristics going with the IID over achievers and uniform over achievers.
- (5) To investigate the differential personality characteristics going with IID under achievers and uniform under achievers.
- (6) To see the personality differences between the uniform over and under achievers and over and under achievers along different school subjects namely, English, Social Science and Mathematics taken separately.
- (7) To identify the personality differences between IID over achievers and under achievers and over and under achievers along different school subjects, namely English Social Science and Mathematics taken separately.

The hypotheses formulated for the present study were as under :

- (1) It is hypothesized that the over as well as under achievers shall exhibit distinctive personality characteristics along different school subjects namely English, Social Science and Mathematics.
- (2) It is also hypothesized that uniform over achievers will be different from uniform under achievers in their personality characteristics.
- (3) Following the same line it is also hypothesized that IID over achievers will exhibit distinctive personality characteristics when compared with IID under achievers.
- (4) It is expected that over achievers with intra individual difference (IID) will show differences in the personality characteristics when compared with the uniform over achievers.
- (5) Consequent upon the previous hunches it is expected that the under achievers with intra individual differences will also exhibit personality differences when compared with

uniform under achievers.

- (6) Personality differences are also expected when comparison are made between the personality characteristics of the uniform over and under achievers and over and under achievers in each of the three school subjects namely English, Social Science and Mathematics.
- (7) The investigator is further led to hypothesized that personality differences will be found when the IID over achievers and IID under achievers are compared with over achievers and under achievers in each of the three school subjects viz. English, Social Science and Mathematics.

The present study was conducted on a sample of 250 students from class X of high school of Aligarh Muslim University, Aligarh.

In the present investigation the investigator employed the following standard tools and measures.

- (1) The culture fair intelligence test (Scale 2).
- (2) Cattell and Beloff HSPQ Test (Kapoor and Mehrotra Form A 1973).

For achievement score of 250 students in three specific school subjects. The investigator had to rely upon the school achievement record.

The over and under achievers were identified with the help of regression equation as suggested by Thorndike (1963). After obtaining the predicted achievement scores discrepancies between the actual and predicted scores were calculated to find out the cases falling above or below the predicted scores in each of the three subject areas. Those who were lying one S.De. above the predicted scores were designated as over achievers and those lying one S.De. below as under achievers in each of the three subjects.

Uniform over and under achievers and IID over and under achievers were sorted out on the basis of the achievement. Those who were over achievers in all the three subjects were designated as uniform over achievers and those who were under achievers in all the three subjects were designated as uniform under achievers. Intra individual difference cases were uneven achievers. i.e. over achievers in two subjects and under achievers in one subject were considered

as IID over achievers. If the case was reverse i.e. under achiever in two subjects and over achievers in one subject were designated as IID under achievers.

Following were the twenty two groups formulated for comparison on fourteen personality dimensions :

Subjectwise Comparison

- (1) English over achievers Vs. Social Science over achievers.
- (2) English over achievers Vs. Mathematics over achievers.
- (3) Mathematics over achievers Vs. Social Science over achievers.
- (4) English under achievers Vs. Social Science under achievers.
- (5) English under achievers Vs. Mathematics under achievers.
- (6) Mathematics under achievers Vs. Social Science under achievers.

Among IID Cases and Uniform Achievers

- (7) IID over achievers Vs. IID under achievers.
- (8) Uniform over achievers Vs. Uniform under achievers.
- (9) IID over achievers Vs. Uniform over achievers.
- (10) IID under achievers Vs. Uniform under achievers.

Comparison Between Uniform Over Achievers and Under Achievers and Subjectwise Over Achievers and Under Achievers

- (11) Uniform over achievers Vs. English over achievers.
- (12) Uniform over achievers Vs. Social Science over achievers.
- (13) Uniform over achievers Vs. Mathematics over achievers.
- (14) Uniform under achievers Vs. English under achievers.
- (15) Uniform under achievers Vs. Social Science under achievers.

- (16) Uniform under achievers Vs. Mathematics under achievers.

Comparison Between IID Over and Under Achievers and Subjectwise and Under Achievers

- (17) IID over achievers Vs. English over achievers.
- (18) IID over achievers Vs. Social Science over achievers.
- (19) IID over achievers Vs. Mathematics over achievers.
- (20) IID under achievers Vs. English under achievers.
- (21) IID under achievers Vs. Social Science under achievers.
- (22) IID under achievers Vs. Mathematics under achievers.

The 't' test was employed to find out the significance of difference between the twenty two pairs of groups. The results of the 't' test have been presented in the table 1-22.

The findings of the present investigation may be summarized as follows :

- (1) The over achievers in English were found to be emotionally less stable (C) sober (F) self assured (Q) and worried (Q_4) where as social science under achievers were emotionally stable, Enthusiastic, more apprehensive and calm.
- (2) English over achievers were found to be affected by feelings (C) enthusiastic (F) tough minded (I) and uncontrolled (Q_2) Mathematics over achievers were emotionally stable, sober, sensitive and controlled.
- (3) Social Science over achievers were found to be more enthusiastic (F) tough minded (I) apprehensive (Q) and relaxed (Q_4) Mathematics under achievers were less enthusiastic less tough minded, less apprehensive and more tensed.
- (4) English, under achievers were aggressive, restrained and socially group dependent and the social science under achievers were sober, tenderminded and self sufficient.
- (5) English under achievers exhibited assertive (E) adventurous (H) tough minded ((I) and self

sufficient (Q_2) behaviour when compared with Mathematics under achievers who were found to be obedient, shy, tender minded and sociably group dependent.

- (6) The under achievers in Social Science were found to be adventurous (H) & self sufficient (Q_2) than the Mathematics under achievers.
- (7) Uniform over achievers were found to be more intelligent (B) emotionally less stable (C) and joiner of the group than the uniform under achievers.
- (8) IID over achievers were found to be assertive (E) and serious (F) whereas their counter part IID under achievers were found to be accommodatng (E) and enthusiastic (F).
- (9) The differences between uniform over achievers and IID over achievers were found to be significant at two personality factors. The uniform over achievers were found to be more accommodatng (E) and joiner of group (C) that IID over achievers.

- (10) Uniform under achievers were found to be emotionally stable (C) undemonstrative (D) and tenderminded than the IID under achievers.
- (11) Uniform over achievers were prone to emotional stability (C) and dependence (Q_2) English over achievers were found to be emotionally less stable and self sufficient.
- (12) Uniform over achievers were group dependent (Q_2) and tensed (Q_4) when compared to Social Science over achievers who were found to be self sufficient and calm.
- (13) Uniform over achievers when compared with Mathematics over achievers were found to be more enthusiastic (F) and tough minded.
- (14) Uniform under achievers differed from English under achievers on three personality factors. The uniform under achievers were emotionally stable (C) sensitive (I) and insecure (G) on the other hand English under achievers were emotionally less stable, controlled and calm.
- (15) Uniform under achievers exhibited significant difference on three personality dimensions. They

were found emotionally more stable (C) apprehensive (Q) and dependent (Q_2) than the Social Science under achievers.

(16) Uniform under achievers when compared with Mathematics under achievers were found less intelligent (B) enterprising (H), More apprehensive (Q_2) than Mathematics under achievers.

(17) IID over achievers were emotionally stable (C) and tough minded (I) whereas English over achievers were emotionally less stable and tender minded.

(18) IID over achievers exhibited significant difference from Social Science over achievers on four personality dimensions. IID over achievers were more assertive (E) tough minded (I) self assured (Q) and tense when compared to Social Science over achievers.

(19) Over achievers of IID cases were found to be assertive (E) enthusiastic (F) and tough minded (I) whereas Mathematics over achievers were obedient sober and tender minded.

- (20) IID over achievers were found to be apprehensive (Q) whereas English under achievers were self assured.
- (21) The difference between IID under achievers and Social Science under achievers was found significant when compared with Social Science under achievers. Social Science under achievers were more tender minded and less group dependent in comparison to with IID under achievers.
- (22) IID under achievers were found to be more adventurous more tender minded and more self sufficient than Mathematics under achievers.

The findings of the present study, beside identifying the intra individual differences and their distinctive personality correlates may humbly serve as a threshold for further explorative researches. It has opened new vistas of knowledge in the cognitive and non cognitive personality domain of inter and intra individual differences in academic. Such studies may help very much in the selection and classification of students for different educational streams as well as for the gradation in the vocational hierarchy.

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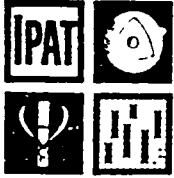
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Test of "g": CULTURE FAIR

Scale 2, Form A

Prepared by R. B. Cattell and A. K. S. Cattell

Name _____ Sex _____
First Last (Write M or F)

Name of School (or Address) _____

Today's Date _____ Grade (or Class) _____

Date of Birth _____ Age _____
Month Day Year Years Months

Test	Score	Remarks
1		
2		
3		
4		
		Total Score

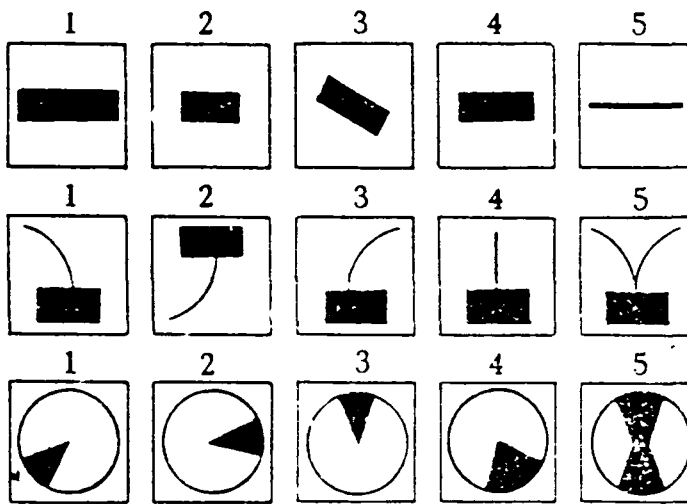
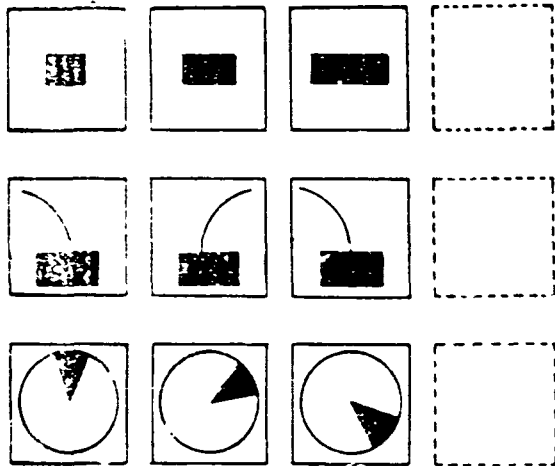
M. _____

Q. _____

Do not turn the page until told to do so

TEST 1

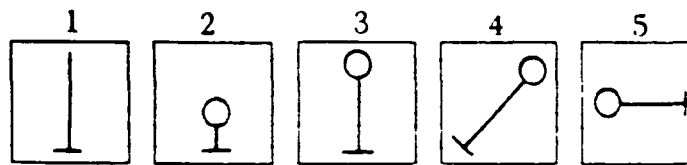
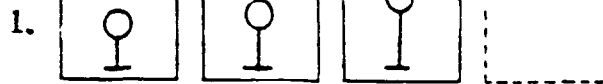
Examples



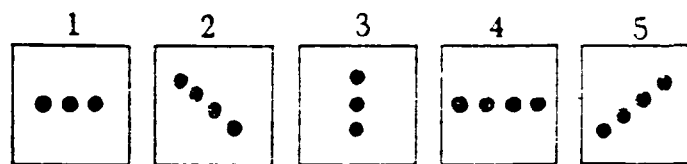
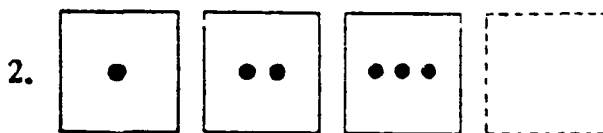
Answers

1

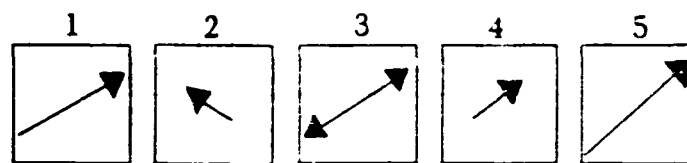
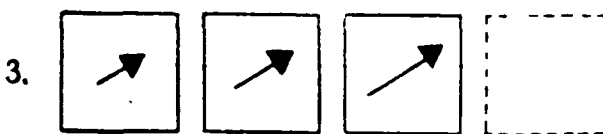
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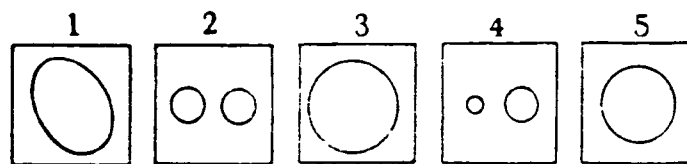
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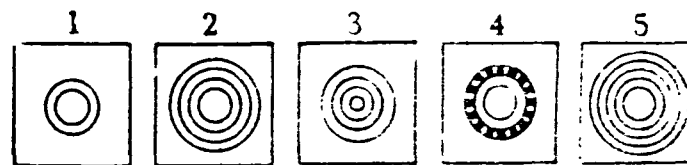
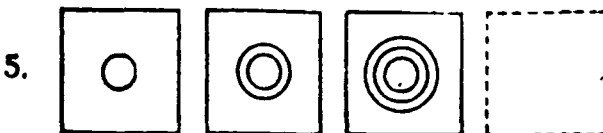
4



1



3



2

Go on to the next page.

6.					1 	2 	3 	4 	5
7.					1 	2 	3 	4 	5
8.					1 	2 	3 	4 	5
9.					1 	2 	3 	4 	5
10.					1 	2 	3 	4 	5
11.					1 	2 	3 	4 	5
12.					1 	2 	3 	4 	5

Answers

5

3

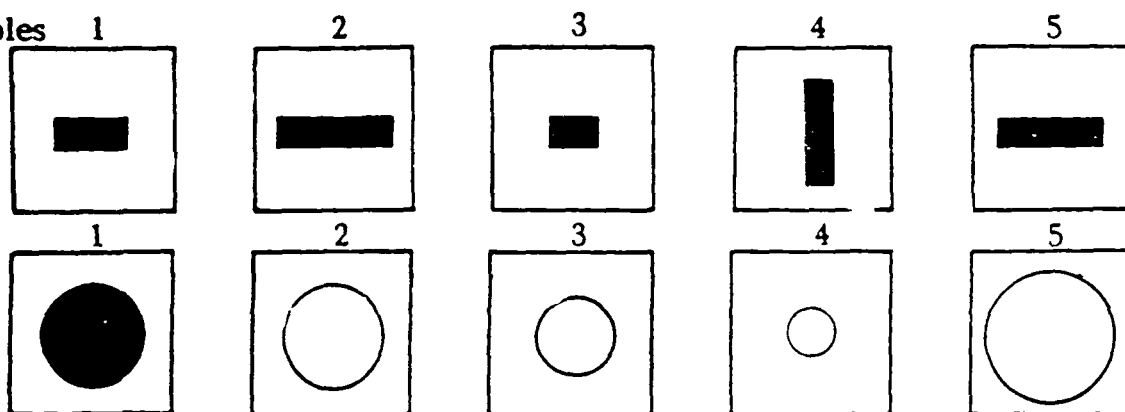
2

1

End of Test 1

TEST 2

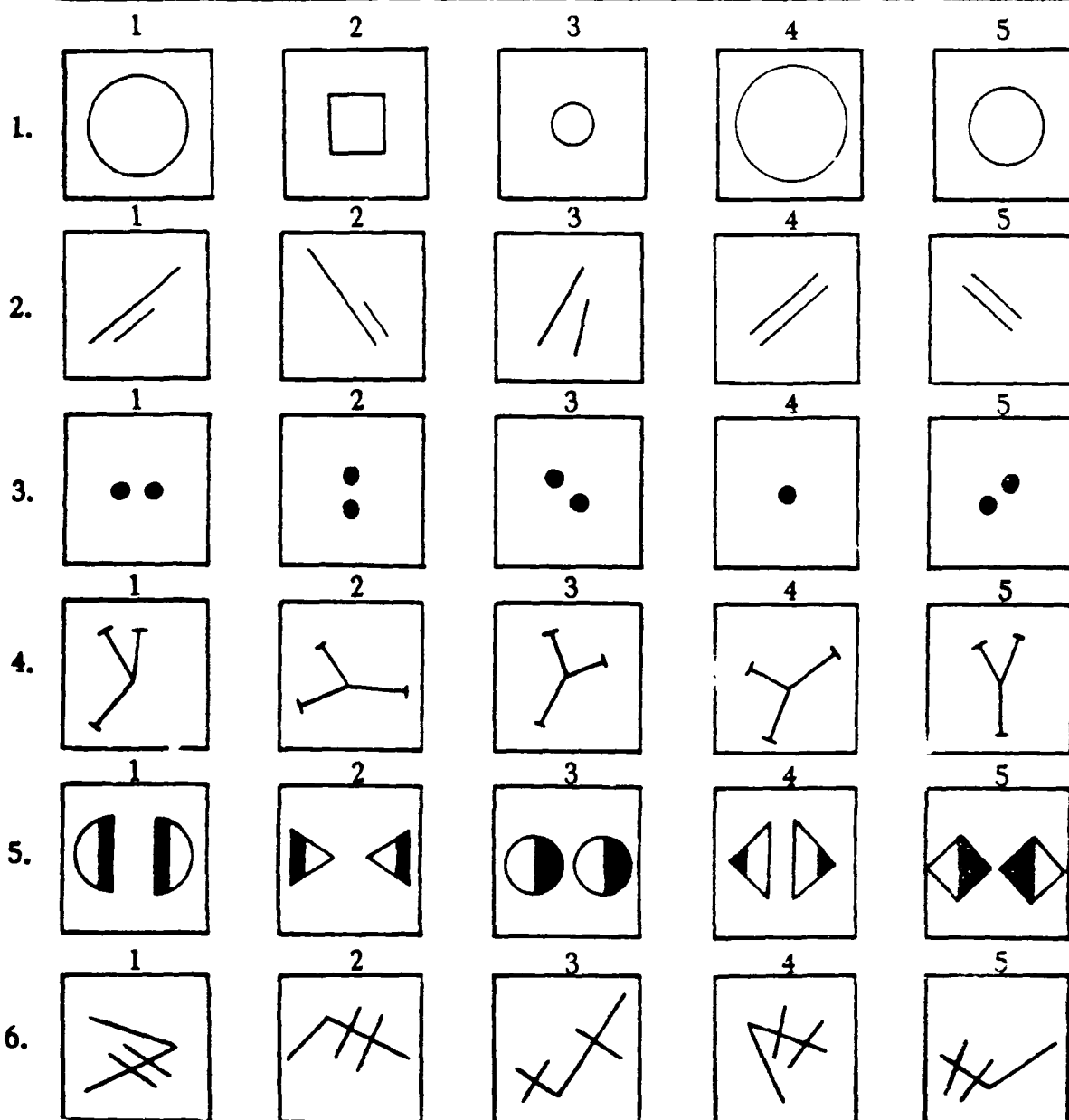
Examples



Answers

4

1



2

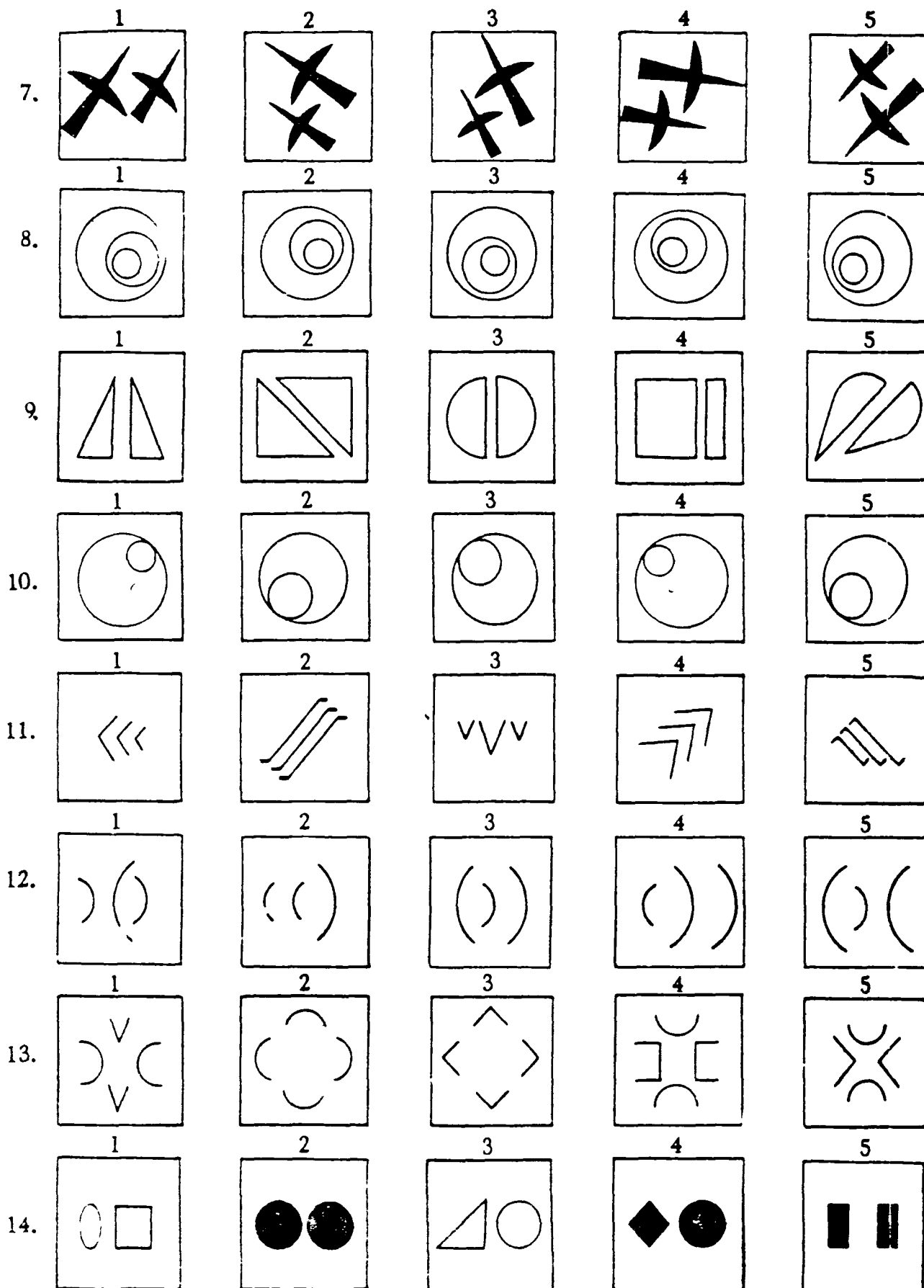
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4

1

3

3



Answers

4

4

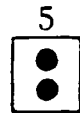
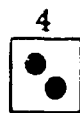
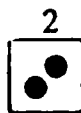
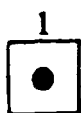
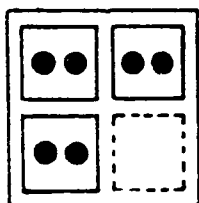
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4

End of Test 2

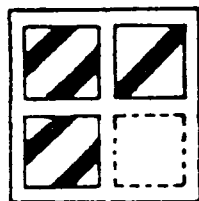
TEST 3

Examples

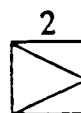
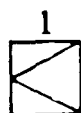
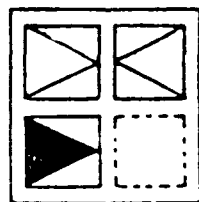


Answers

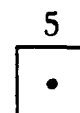
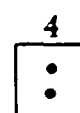
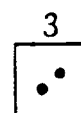
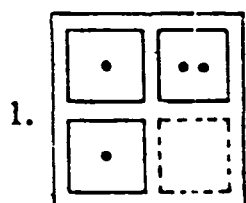
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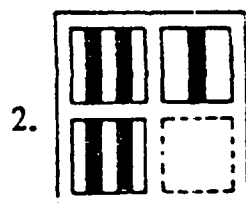
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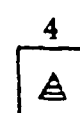
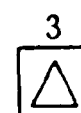
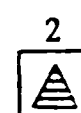
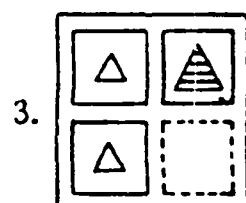
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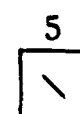
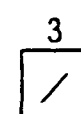
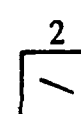
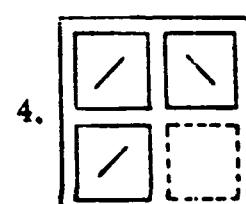
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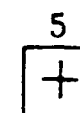
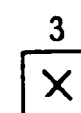
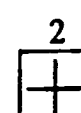
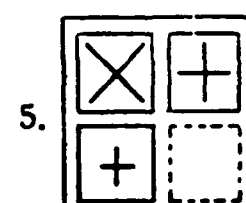
3



2



5



3

Go on to the next page.

6.		1 	2 	3 	4 	5 	Answers <div>1</div> <div>3</div> <div>4</div> <div>5</div> <div>1</div> <div>1</div> <div>2</div>	
7.		1 	2 	3 	4 	5 		3
8.		1 	2 	3 	4 	5 		4
9.		1 	2 	3 	4 	5 		5
10.		1 	2 	3 	4 	5 		1
11.		1 	2 	3 	4 	5 		1
12.		1 	2 	3 	4 	5 		2

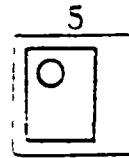
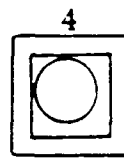
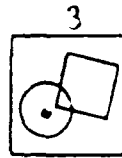
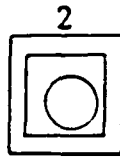
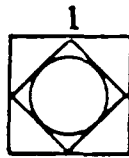
End of Test 3

6.

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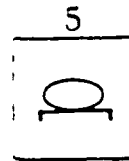
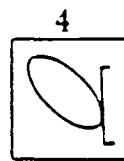
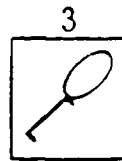
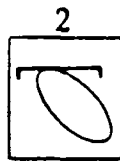
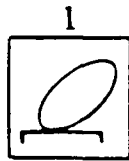
TEST 4

Examples

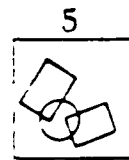
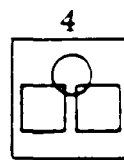
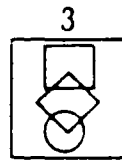
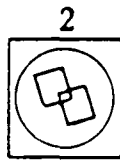
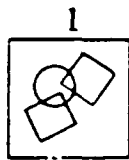
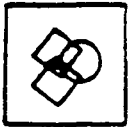


Answers

3

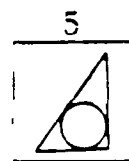
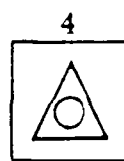
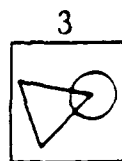
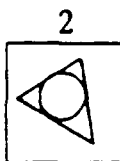
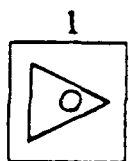


1

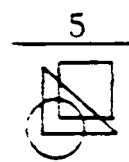
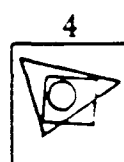
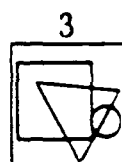
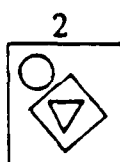
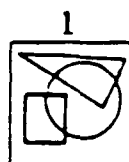


1

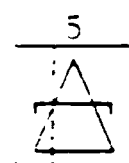
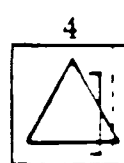
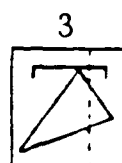
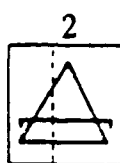
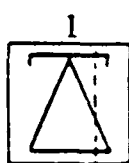
1.



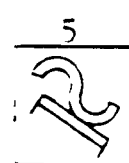
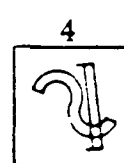
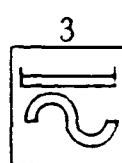
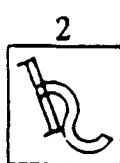
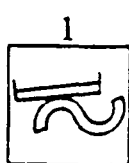
2.



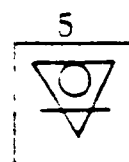
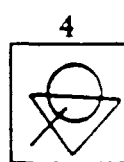
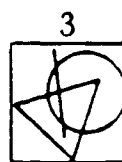
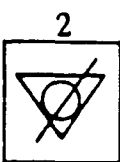
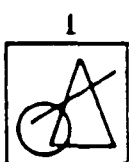
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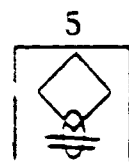
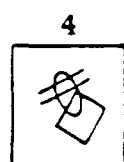
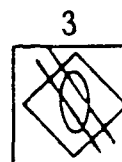
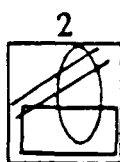
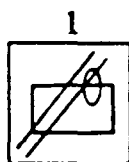
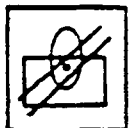
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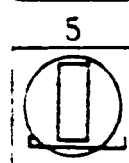
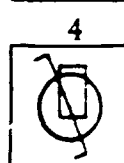
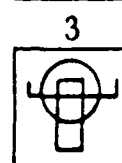
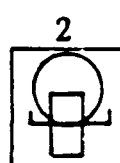
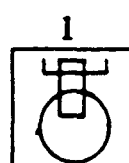
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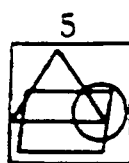
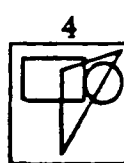
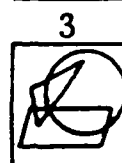
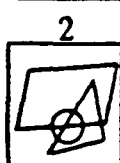
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8.



H. S. P. Q.

K V C J 1967 Hindi Edition

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निर्देश

इस प्रश्नावली से तुम्हारे व्यक्तित्व के बारे में पता लगेगा। इसमें तुम्हारी पसन्द एवं रुचियों के विषय में प्रश्न दिये गये हैं। तुमको क्या करना है यह तो उदाहरणों द्वारा स्पष्ट कर दिया जायेगा। प्रश्न तुमको इस पुस्तिका में पढ़ने हैं और अपने उत्तर तुमको साथ में दिये गये उत्तर-पत्र पर लिखने हैं। ध्यान रहे, न तो तुम्हें इस पुस्तिका पर कुछ लिखना है और न किसी प्रकार का कोई निशान लगाना है।

उदाहरण :—

१. खाली समय में तुम क्या करना चाहोगे ?
 (क) पुस्तकालय में अध्ययन करना, (ख) अनिश्चित, (ग) सैर-सपाटा करना।
२. किसी से झगडा होने पर क्या तुम आमानो से दुबारा मित्रता कर लेते हो ?
 (क) हाँ, (ख) अनिश्चित, (ग) नहीं।

इन उदाहरणों से स्पष्ट है कि कोई भी उत्तर 'सही' या 'गलत' नहीं है। हर एक व्यक्ति की रुचियाँ अलग-अलग होती हैं, इसलिये तुम अपने बारे में जैसा सोचते या समझते हो, केवल वही उत्तर सही और ठीक है। प्रत्येक प्रश्न के तीन उत्तरों में से एक उत्तर तुमको ऐसा मिलेगा जो ओरों की अपेक्षा तुमको कुछ अधिक उपयुक्त लगेगा। अतः प्रत्येक प्रश्न के दिये हुए तीन उत्तरों में से किसी एक पर उत्तर-पत्र में बने हुए खाने (BOX) के अन्दर एक सही का (✓) निशान अवश्य लगाओ।

जिस प्रकार के प्रश्न ऊपर दिये गये हैं वैसे ही बहुत से प्रश्न इस पुस्तिका के भीतर तुमको मिलेंगे। जब तुमसे पन्ना पलटने को कहा जाए तो पहले प्रश्न से शुरू करो और अन्त तक करते चले जाओ। प्रश्न का उत्तर देते समय नीचे लिखी बातों पर ध्यान देना आवश्यक है :—

- (१) प्रश्नों के उत्तर सच्चाई से तथा निस्संकोच भाव से दो, क्योंकि गलत उत्तर देने से तुम्हारा कोई लाभ नहीं है। तुम जैसे हो या जैसा करते हो वैसा ही उत्तर दो। यह मत सोचो कि कैसा उत्तर देना उचित है।
- (२) यद्यपि इस प्रश्नावली के लिये कोई समय निश्चित नहीं है, फिर भी तुम प्रश्नों का उत्तर शीघ्रता से दो। तुम अपना निर्णय सोच-विचार कर देने की अपेक्षा तुरन्त मन में आये हुये विचारों के आधार पर दो। कुछ प्रश्न एक दूसरे से मिलते-जुलते भावों पर पड़ते हैं परन्तु कोई भी दो प्रश्न बिल्कुल एक से नहीं हैं। अतः तुम्हारे उत्तर भी अलग-अलग हो सकते हैं।
- (३) बीच वाला उत्तर अर्थात् "अनिश्चित" (या 'ख') केवल तभी प्रयोग में लाओ जबकि पहले या बाद वाले उत्तर का चुनाव बिल्कुल असम्भव हो। अतः अधिकतर 'हाँ' (या 'क') 'नहीं' (या 'ग') के उत्तर ही प्रयोग में लाना चाहिये।
- (४) किसी भी प्रश्न को मत छोड़ो। अगर कोई प्रश्न पूर्णतः तुम पर लागू नहीं हो या तुम्हारी रुचि के अनुक्रम न हो, केवल तभी तुम 'अनिश्चित' (या 'ख') के नीचे वाले खाने में निशान लगाओ।

अगर तुम्हें कुछ पूछना है तो अभी पूछ सकते हो, और यदि बाद में कोई कठिनाई समझनी हो तो स्वयं आकर पूछ सकते हो। किन्तु बसल में बैठे साथी की परेशान मत करो।

संकेत मिलने पर पन्ना उलटो और प्रश्नों का उत्तर देना आरम्भ कर दो।

१. जिन निर्देशों को अभी तुमने पढ़ा है, क्या तुम उन्हें ठीक से समझ बये हो ?
☒ (क) हाँ, ☐ (ख) अनिश्चित, ☐ (ग) नहीं ।
२. यदि तुम किसी पिकनिक में गये हो तो, क्या थोड़े समय के लिये :
☒ (क) धकेले इधर उधर घूमने निकल बाघोगे, ☐ (ख) अनिश्चित, ☐ (ग) सब के साथ किसी मनोरंजन में भाग लोगे?
३. "परम्परा" का अर्थ है :
☒ (क) ठीक करना, ☐ (ख) बदल करना, ☐ (ग) उन्नति करना ।
४. यदि तुमसे कोई बेवकूफी हो जाती है तो क्या तुम ~~तुम्हारे अधिकार~~ करते हो कि तुम्हारी इच्छा होती है कि पृथ्वी में गड़ बाघो ?
☐ (क) हाँ, ☒ (ग) नहीं ।
५. क्या किसी समस्या पर तुम्हारा निर्णय अन्य लोगों की सहायता :
☐ (क) निश्चित होता है, ☒ (ख) दोनों के बीच में, ☐ (ग) हिचकिचाहट-पूर्ण होता है ?
६. जब कोई काम बुरी तरह बिगड़ जाना है तो बजाय उसे सुधारने के, क्या तुम लोगों पर बहुत क्रोधित हो जाते हो ?
☒ (क) अक्सर, ☐ (ख) कभी-कभी, ☐ (ग) शायद ही कभी ।
७. अपने मित्र से विचारों में मतभेद होने पर, क्या तुम अपने अच्छे विचारों को इसलिए व्यक्त नहीं करते कि कहीं उनकी भावनाओं को ठेस न पहुँचे ?
☐ (क) हाँ, ☒ (ख) शायद, ☐ (ग) नहीं ।
८. क्या अधिकतर लोगों को तुम्हारे मंग-साथ में आनन्द आता है ?
☐ (क) हाँ, खूब, ☒ (ख) लगभग मामान्य, ☐ (ग) नहीं ।
९. क्या तुमको तंग गुफाओं में जाना या ऊँचे स्थानों पर चढ़ना नापसन्द है ?
☒ (क) हाँ, ☐ (ख) कभी-कभी, ☒ (ग) नहीं ।
१०. निम्नलिखित बातों में से कौन सी बात तुम्हारे व्यक्तित्व पर अधिक लागू होती है ?
☒ (क) विश्वास योग्य नेता, ☐ (ख) दोनों के बीच में, ☐ (ग) देखने में सुन्दर व आकर्षक ।
११. क्या तुमको किसी बड़ी पार्टी या पिकनिक में जाने के पहले कभी-कभी ऐसा लगता है कि बड़ा जाने में तुम्हारी अधिक रुचि नहीं है ?
☐ (क) हाँ, ☐ (ख) शायद, ☐ (ग) नहीं ।
१२. जब तुम्हारा लोगों पर क्रोध करना उचित होता है तो क्या तुम सोचते हो कि उन पर तुम्हारा चिन्तना बिल्कुल ठीक है ?
☐ (क) हाँ, ☐ (ख) शायद, ☐ (ग) नहीं ।
१३. सहपाठियों द्वारा यदि तुम्हारा मजाक बन जाये, तो क्या तुम बिना विचलित हुए सबके समान आनन्द लेते हो ?
☐ (क) हाँ, ☐ (ख) शायद, ☐ (ग) नहीं ।
१४. क्या तुम हमेशा अपनी वास्तविक भावनाओं के बारे में दबला सकते हो, जैसे तुम थक गये हो या केवल बोर हो गये हो ?
☐ (क) हाँ, ☐ (ख) शायद, ☐ (ग) नहीं ।
१५. क्या तुम सोचते हो कि समय जाने पर तुम्हारे एक प्रसिद्ध और लोकप्रिय व्यक्ति बनने की उच्च संभावना है ?
☐ (क) हाँ, ☐ (ख) शायद, ☐ (ग) नहीं ।
१६. प्रायः तुम्हें जितने प्रश्न (नम्बर) मिला करते हैं उनसे अधिक मिलने पर क्या तुमको ऐसा लगता है कि अध्यापक से कोई गलती हो गई हो ?
☐ (क) हाँ, ☐ (ख) शायद, ☐ (ग) नहीं ।
१७. क्या तुम चाहोगे कि तुम देखने में अत्यधिक सुन्दर लगो जिससे कि तुम जितने भी जाओ तो लोग तुम्हारी तन्फ देखें ?
☐ (क) हाँ, ☐ (ख) शायद, ☐ (ग) नहीं ।
१८. किसी बात से परेशानी अनुभव करने पर, क्या तुम :
☐ (क) कुछ देर रुक कर शान्ति से काम लेते हो, ☐ (ख) अनिश्चित, ☐ (ग) अपना गुबार निकाल देते हो ?
१९. क्या तुम्हारे साथ किसी ने ऐसा मजाक किया है जिसकी याद से हो तुमको कष्ट होता है ?
☐ (क) हाँ, ☐ (ख) कभी-कभी, ☐ (ग) नहीं ।

- २०.) यदि तुम्हें अपने व्यक्तिगत विचारों व भावनाओं को व्यक्त करने का अवसर मिले, तो क्या तुम :
 (क) कुछ विचारों को अपने ही मन में रखोगे, (ख) अनिश्चित, (ग) उन्हें व्यक्त करने में आनन्द का अनुभव करोगे ?
२१. क्या तुम्हें कभी नाटक में भाग लेने में आनन्द आया है, जैसे स्कूल के नाटक इत्यादि में ?
 (क) हाँ, (ख) अनिश्चित, (ग) नहीं ।
२२. "मन्य" का उल्टा है :
 (क) कान्पातिक, (ख) झूठ, (ग) अस्वीकृत
२३. स्थल में जो भी पड़ाया जाता है क्या उसे तुम पूरी तरह से सम्भल लेते हो ?
 (क) हाँ, (ख) अधिकतर, (ग) नहीं
२४. यदि तुम्हारे मित्र कोई कार्य कर रहे हो और तुमको उसमें सम्मिलित न करें, तो क्या :
 (क) तुम सोचोगे कि उन्होंने गलती की है, (ख) दोनों के बीच में, (ग) तुम्हें ठेस लगेगी और क्रोध आयेगा ?
२५. क्या लोगों का कहना है कि तुम कभी-कभी लापरवाह और ढीले-ढाले से रहते हो, यद्यपि उनके विचार में तुम अच्छे व्यक्ति हो ?
 (क) हाँ, (ख) शायद, (ग) नहीं ।
२६. और लोगों की अपेक्षा क्या तुम कक्षा में अपने दोस्तों के साथ अधिक हँसते हो ?
 (क) हाँ, (ख) शायद, (ग) नहीं ।
२७. क्या तुम प्रत्येक के सामने यह दिखाने के लिये तैयार रहते हो कि तुम दूसरों की अपेक्षा कितना अच्छा कार्य कर लेते हो ?
 (क) हाँ, (ख) शायद, (ग) नहीं ।
२८. क्या तुम लोगों को यह बनाना पसन्द करते हो कि वह कायदे-कानून का पालन करें ?
 (क) हाँ, (ख) कभी-कभी, (ग) नहीं ।
२९. ग्रामतीर पर जब कोई तुमसे बहुत जल्दी-जल्दी या बहुत ही धीरे-धीरे बोलता है तो क्या तुम धैर्य से उसकी बात सुन लेते हो ?
 (क) हाँ, (ख) कभी-कभी, (ग) नहीं ।
३०. क्या तुम अजनबी लोगों के बीच बिना जरा सा भी पबराहट या कठिनाई का अनुभव किये वह बात कह लेते हो जो कहना चाहते हो ?
 (क) हाँ, (ख) शायद, (ग) नहीं ।
३१. क्या कुछ विशेष प्रकार के चलचित्र तुमको विचित्रित कर देते हैं ?
 (क) हाँ, (ख) शायद, (ग) नहीं ।
३२. किसी सुहावनी सन्ध्या के समय तुम प्रायः क्या देखना पसन्द करोगे ?
 (क) घुड़दोड़, (ख) अनिश्चित, (ग) खुले मैदान में संघीत का कार्यक्रम ।
३३. क्या कभी-कभी तुम यह सोचते हो कि लोग इतने अज्ञानी हैं कि वह अपनी भलाई बुराई भी नहीं समझते ?
 (क) सत्य है, (ख) शायद, (ग) सत्य नहीं है ।
३४. क्या तुमको कभी-कभी ऐसा लगता है कि तुम बहुत अच्छे व्यक्ति नहीं हो, और न कभी कोई महत्वपूर्ण कार्य करते हो ?
 (क) हाँ, (ख) अनिश्चित, (ग) नहीं ।
३५. पहली कक्षा में क्या तुम बिना माँ के जोर डाले स्कूल चले जाते थे ?
 (क) हाँ, (ख) कभी-कभी, (ग) नहीं ।
३६. क्या तुम कभी-कभी बेवकूफी की बातें केवल इसलिये कहते हो कि देखें लोग क्या कहते हैं ?
 (क) हाँ, (ख) शायद, (ग) नहीं ।
३७. यदि तुम किसी काम में लगे हो और कोई ऊँचे स्तर में संगीत शुरू कर दे, तो क्या फिर भी तुम काम में लगे रह सकते हो ?
 (क) हाँ, (ख) शायद, (ग) नहीं ।
३८. क्या तुमको लगता है कि तुम्हारी अधिकांश आवश्यकताएँ उचित प्रकार से सन्तुष्ट होती रहती हैं ?
 (क) हाँ, (ख) शायद, (ग) नहीं ।

३६. संगीत-नृत्य में क्या तुम नई लय या ताल को आसानी से सीख लेते हो ?

(क) हाँ, (ख) कभी-कभी, (ग) नहीं ।

अपने सहपाठियों से बात करते समय क्या तुम अपनी अत्यन्त व्यक्तिगत भावनाओं को बताना नापसन्द करते हो ?

(क) हाँ, (ख) कभी-कभी, (ग) नहीं ।

४१. "निश्चयी" शब्द का उल्टा है :

(क) कठोर, (ख) दयानु, (ग) चंचल ।

४२. क्या ब्लैक बोर्ड पर चाक (सफ़िया) की रगड़ तुमको अजीब सी लगती है ?

(क) हाँ, (ख) शायद, (ग) नहीं ।

४३. बिना शोरगुल से प्रभावित हुए क्या तुम लगन से कार्य कर सकते हो ?

(क) हाँ, (ख) शायद, (ग) नहीं ।

४४. क्या अन्य लोगों की अपेक्षा घटनाओं का निरीक्षण तुम भिन्न प्रकार से करते हो जिसके कारण उनमें तुम्हारा मनभेद हो जाता है ?

(क) हाँ, (ख) कभी-कभी, (ग) नहीं ।

४५. स्कूल के बाद तुम क्या करना चाहोगे ?

(क) ऐसा कार्य जिसमें लोग तुम्हें गरीब होते हुए भी पसन्द करे, (ख) अनिश्चित, (ग) खूब पैसा कमाना ।

४६. तुम क्या बनना चाहोगे ?

(क) स्कूल में सबसे लोकप्रिय विद्यार्थी, (ख) अनिश्चित, (ग) सर्वोत्तम अंक पाने वाला विद्यार्थी ।

४७. जो भी तुम करते हो क्या उसके बारे में दृढ़ और निश्चित रहते हो ?

(क) शायद ही कभी, (ख) कभी-कभी, (ग) हमेशा ।

४८. उन लोगों के साथ जो प्रश्न का उत्तर देने में बहुत देर लगाते हैं, तुम क्या करते हो ?

(क) चाहे जितनी भी देर लगे बोलने देते हो, (ख) दोनों के बीच में, (ग) उनका उत्तर जल्दी समाप्त करने की कोशिश करते हो और अगर वह अधिक समय लगाते हैं तो बीच में ही काट देते ।

४९. क्या तुम्हारे हृदय को आसानी से ठेस लग जाती है ?

(क) हाँ, (ख) शायद, (ग) नहीं ।

५०. क्या तुमको सुन्दर नाच देखने के बजाय कुश्ती देखना अच्छा लगता है ?

(क) हाँ, (ख) शायद, (ग) नहीं ।

५१. यदि कोई तुम्हारे प्रति निर्दयता करता आया हो तो क्या तुम उस पर सरलता से विश्वास करके उसको एक और अवसर दे देते ?

(क) हाँ, (ख) शायद, (ग) नहीं ।

५२. प्रकाश का समय तुम कैसे व्यतीत करोगे ?

(क) टिकट संग्रह द्वारा स्वयं कोई पुस्तक षट् करके, (ख) अनिश्चित, (ग) किसी के आदेशानुसार सामूहिक योजना कार्य करके ।

५३. क्या तुमको लगता है कि हर अपेक्षित कार्य को करते हुए तुम ठीक-ठाक चल रहे हो ?

(क) हाँ, (ख) शायद, (ग) नहीं ।

५४. क्या किसी नये फैशन के शुरू होने पर :

(क) तुम उसे फौरन अपना लेते हो, (ख) अनिश्चित, (ग) सोच-विचार करके कुछ समय बाद अपनाते ?

५५. क्या तुम कभी-कभी अध्यापक को कक्षा में चर्चा के लिए कोई नया विषय सुझाते हो ?

(क) हाँ, (ख) अधिकतर, (ग) नहीं ।

५६. जब तुम साहित्यिक कहानी पढ़ते हो, तो क्या :

(क) उसके सुखमय अन्त के लिए चिन्तित रहते हो, (ख) अनिश्चित, (ग) कहानी के पढ़ने में आनन्द लेते हो ?

५७. जब तुम किसी महत्वपूर्ण खेल में बुरी तरह से हार जाते हो, तो क्या तुम :

(क) कहते हो कि यह तो केवल खेल है, (ख) अनिश्चित, (ग) नाराज हो जाते हो और अपने आपको घिबकारते ।

५८. जब तुम नये लोगों के बीच में जाते हो, तो क्या :

- (क) शीघ्र ही तुमको लगता है कि (ख) दोनों के बीच में, (ग) लोगों को जानने में काफी समय लगता है ?
जैसे सबको जान गये हो,

५९. "घनी" का "पैसे" से वही सम्बन्ध है जो "दुःखी" का :

- (क) परेशानी, (ख) मित्र, (ग) भूमि से है ।

६०. "चित्र" का "दृश्य" से वही सम्बन्ध है जो "उपन्यास" का :

- (क) मुहत्ता, (ख) इतिहास, (ग) पुस्तक से है ।

६१. क्या तुम अक्सर बड़ी-बड़ी योजनाएं बनाते और उनके बारे में उत्तेजित रहते हो तथा अन्त में सोचते हो कि वह पूरी नहीं हो सकती ?

- (क) हाँ, (ख) यदाकदा, (ग) नहीं ।

६२. तुम्हारे कोई चीज निर्माण करने समय अगर कुछ चीजें टूट जायें या अचानक नष्ट हो जायें तो क्या तुम शान्त रह पाते हो ?

- (क) हाँ, (ख) शायद, (ग) नहीं, मुझे बहुत क्रोध आता है ।

६३. क्या तुम अपने माता-पिता से कभी भी यह कहा है कि कुछ अध्यापक बहुत ही पुराने फैशन के हैं और वह आजकल के युवकों को (जैसे तुम और तुम्हारे दोस्त) समझ नहीं पाते ?

- (क) हाँ, (ख) शायद, (ग) नहीं ।

६४. क्या तुम ऐसे अध्यापकों को अधिक पसन्द करने हो जो तुमको बतायें कि कार्य किस तरह करना चाहिये ?

- (क) हाँ, (ख) शायद, (ग) नहीं ।

६५. क्या तुम उन लोगों में से हो जो अपनी मित्र-मंडली में हमी-मजाक के चुटकुले सुनाया करते हैं ?

- (क) हाँ, (ख) शायद, (ग) नहीं ।

६६. क्या तुम प्रति मप्ताह अपने जेब खर्च का अधिकांश भाग मौज उड़ाने में खर्च कर देते हो [बजाय इसके कि काफी भाग भविष्य की आवश्यकताओं के लिये बचाओ] ?

- (क) हाँ, (ख) शायद, (ग) नहीं ।

६७. अगर लोगों की नजरे तुम्हारे कार्य पर लगे हो, फिर भी क्या तुम बिना अधिक त्रुटियाँ किये कार्य अच्छी तरह कर सकते हो ?

- (क) हाँ, (ख) शायद, (ग) नहीं ।

६८. क्या किसी चीज के आजमाने में तुम्हें संकोच होता है चाहे तुमको पता हो कि उसमें खतरा नहीं है ?

- (क) हाँ, (ख) शायद, (ग) नहीं ।

६९. तुम कौन सा विषय लेना पसन्द करोगे ?

- (क) गणित, (ख) अनिश्चित, (ग) साहित्य :

७०. जब तुम अपनी मित्र-मंडली में होते हो तो अधिक समय किसमें व्यतीत करते हो ?

- (क) दोस्ती का आनन्द लेने में, (ख) अनिश्चित, (ग) जो हो रहा है उसे देखने में ।

७१. क्या तुमने कभी यह सोचा है कि अगर संसार में केवल तुम ही एक व्यक्ति रह जाओ तो क्या करोगे ?

- (क) हाँ, (ख) अनिश्चित, (ग) नहीं ।

७२. किसी के गुणगुनाने पर क्या वही धुन तुम भी गुणगुनाने लगते हो ?

- (क) हाँ, (ख) अनिश्चित, (ग) नहीं ।

७३. शायः तुम क्या पसन्द करोगे ?

- (क) पुलों का निर्माण करना, (ख) अनिश्चित, (ग) चलते फिरते संकर्म की पार्टी का सदस्य होना ।

७४. स्कूल में अवकाश (खाली समय) के समय तुम क्या करोगे ?

- (क) ताश खेलोगे, (ख) अनिश्चित, (ग) घर के लिये जो काम मिला है उसको करोगे ?

७५. क्या तुम माधारणतया

- (क) स्वयं निर्णय करते हो कि क्या ठीक है, (ख) अनिश्चित, (ग) जैसे और लोग करते हैं वैसे ही करते हो ?

७६. जब तुम अचानक मुलाकात गली में चल रहे होने हो तो क्या अक्सर तुमको लगता है कि कोई तुम्हारा पीछा कर रहा है ?

- (क) हाँ, (ख) शायद, (ग) नहीं ।

७७. तुम कहा रहना पसन्द करोगे ?
 (क) एक निर्जन घने जंगल में जहाँ केवल चिड़ियों का संगीत है, (ख) अनिश्चित, (ग) गडक के किनारे जहाँ खूब चहल-पहन रहती है।
७८. "प्रायः" का अर्थ होता है :
 (क) कभी-कभी, (ख) हमेशा, (ग) बहुधा।
७९. अगर मय देवदार के पेड़ नोकरदार होते हैं और जितने नोकरदार पेड़ होते हैं वह हमेशा हरे रहते हैं तो नीचे लिखी कौनसी बात सत्य है ?
 (क) मय देवदार के पेड़ हमेशा हरे रहते हैं, (ख) मय हरे रहने वाले पेड़ (ग) मय देवदार के पेड़ नोकरदार होते हैं, देवदार के पेड़ होते हैं,
८०. तुम्हारी उम्र के एक सामान्य व्यक्ति में जो अपेक्षा की जाती है, क्या तुम उसको पूरा करते हो ?
 (क) हाँ, (ख) शायद (ग) नहीं।
८१. रेडियो सुनने समय अगर तुम्हारे चारों ओर लोग न हों तो तुम्हारे मन में क्या होगा ?
 (क) तुम बिना चिन्ता किये रेडियो सुन सकते हो, (ख) दोनों के बीच में, (ग) मजा किरकिरा हो जाता है और तुमको भुंभुलाहट होती है ?
८२. यदि तुम जीव-विज्ञान के किसी विद्यार्थी के साथ दोरे पर निकलना तुमको किसे अधिक आनन्द आयेगा ?
 (क) चिड़िया पकड़ने और उनको पिजड़े में रखने में, (ख) अनिश्चित, (ग) चिड़ियों की मुद्रा फोटो या पेन्टिंग बनाने में।
८३. क्या तुम अपने दोस्तों में इस बात के लिए प्रसिद्ध हो कि तुम अपने गैर-चिच्छिन्न भावों की पूर्ति के लिए कुछ भी कर सकते हो ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
८४. सामूहिक योजनाओं में तुम किस रूप में भाग करना पसन्द करोगे ?
 (क) एक अच्छे नेता के रूप में, (ख) दोना-दोना में, (ग) एक अच्छे अनुयायी के रूप में।
८५. क्या अक्सर लोग तुम्हारे सामने से अपनी राय छानते हैं ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
८६. क्या तुम अपनी कक्षा के सामने बिना किसी घबराहट और परेशानी के खड़े हो सकते हो ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
८७. क्या तुमको लगता है कि स्कूल में तुम्हारे अध्यापक :
 (क) तुम्हें जानते हैं, (ख) अनिश्चित, (ग) कदाचित् तुम्हें जानना भी न हो
८८. जब तुम सितेमा में कोई बहुत ही दुःख घटना देखते हो तो क्या :
 (क) तुम्हें आसुओं की रोकना बठिन हो जाता है, (ख) अनिश्चित, (ग) तुम सोचते हो कि यह सब तो केवल कात्पनिक है।
८९. अगर कोई कार्य सामूहिक रूप में किया जाता हो, तो क्या अक्सर तुमकी यह कहने में परेशानी होती है कि :
 (क) इस काम को हम सब लोग मिलकर कर लेंगे, (ख) अनिश्चित, (ग) मैं इसमें सम्मिलित नहीं होऊँगा ?
९०. स्कूल में नीचे लिखे कौन से परिवर्तन के लिये तुम अपनी सम्मति दोगे ?
 (क) कक्षा में पिछले वाले विद्यार्थियों की अलग कक्षाएं बनायी जाएं, (ख) अनिश्चित, (ग) अनावश्यक दंड का बहिष्कार किया जाय।
९१. जब तुम्हारे काम आश्चर्यजनक रूप में हो रहे हो, तो क्या तुम :
 (क) प्रायः खुशी में उछल पड़ते हो, (ख) अनिश्चित, (ग) मन ही मन खुश होकर ऊपर से शांत रहते हो ?
९२. क्या तुम उन बहुत से लोगों की तरह हो जो घामम न में बिजली चमकने से कुछ डर जाते हैं ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
९३. क्या तुम सोचते हो कि तुम्हारी मित्र-मंडली मिलकर जो निर्णय लेती है वे किसी एक व्यक्ति के निर्णय से घटिया होते हैं और उनमें समय अधिक लगता है ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
९४. किसी कार्य की तीव्र इच्छा होने पर क्या तुम उसे कर डालते हो, चाहे उसमें कुछ शर्तें ही क्यों न लगे ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
९५. यदि कोई तुम्हारे विचारों से असहमत हो, तो क्या तुम :
 (क) उसकी बात बीच में काट देते हो, (ख) अनिश्चित, (ग) उसे अपनी पूरी बात कह लेने का मौका देते हो ?

६६. जब कोई नया अध्यापक तुम्हारी कक्षा में आता है, तो क्या उसकी दृष्टि तुम पर जल्दी पड़ जाती है और वह तुमको याद रख पाता है ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
६७. इन पांच शब्दों को देखो : नीचे, निकट, ऊपर, पीछे, बीच में। कौनसा वह शब्द है जो औरों से मेल नहीं खाता है ?
 (क) नीचे, (ख) बीच में, (ग) निकट।
६८. क्या तुम बिना किसी वास्तविक कारण के कभी-कभी बहुत उदास हो जाते हो ?
 (क) हाँ, (ख) अनिश्चित, (ग) नहीं।
६९. अगर कोई तुमसे किसी नये और कठिन कार्य को करने के लिये कहता है, तो क्या तुम :
 (क) खुश होते हो और अपनी योग्यता का परिचय देते हो, (ख) शायद, (ग) ऐसा अनुभव करते हो कि कहीं गड़बड़ न हो जाय ?
१००. कक्षा में पूछे गये प्रश्न का उत्तर देने के लिये जब तुम अन्य छात्रों के साथ हाथ उठाते हो, तो क्या उत्तेजित हो जाते हो ?
 (क) कभी-कभी, (ख) अक्सर नहीं, (ग) कभी नहीं।
१०१. स्कूल में तुम क्या बनना पसन्द करोगे ?
 (क) एक लाइब्रेरियन, (ख) अनिश्चित, (ग) व्यायाम सिखाने का एक शिक्षक।
१०२. तुम क्या पसन्द करोगे ?
 (क) अनोखे मादमी कार्यों की कहानी पढ़ना, (ख) अनिश्चित, (ग) स्वयं अनोखे मादमी कार्य करना।
१०३. तुम मुद्दमनः कैसे व्यक्ति माने जाते हो ?
 (क) विचारशील, (ख) दोनों के बीच में, (ग) क्रियाशील।
१०४. कक्षा में कोई भी बात करने के पहले क्या तुम मावधानी से निश्चय कर लेते हो कि बात सही है ?
 (क) हमेशा, (ख) साधारणतः, (ग) प्रायः नहीं।
१०५. क्या तुम किसी भी पक्ष में निर्णय उमनिये नहीं कर पाते कि उसके परिणामों ने बहुत डरते हो ?
 (क) अक्सर, (ख) कभी-कभी, (ग) कभी नहीं।
१०६. क्या तुम्हारी कचिया :
 (क) बहुत गी चीजों पर भटकती रहती हैं, (ख) दोनों के बीच में, (ग) एक या दो महत्वपूर्ण चीजों पर जम गडी हैं ?
१०७. जब तुम्हारा कोई अनिष्ट मित्र किसी विशेष अवसर पर तुम्हारी अपेक्षा किसी अन्य व्यक्ति का माव अधिक पसन्द करता है, तो क्या तुम :
 (क) उसे शिकायत करने हो कि उसने तुम्हारी अपेक्षा की है, (ख) दोनों के बीच में, (ग) सोचते हो कि ऐसा तो हो ही जाता है ?
१०८. सामूहिक वाद-विवादों में क्या तुम अक्सर महसूस करते हो कि :
 (क) तुम्हारा पक्ष सबसे भिन्न है, (ख) अनिश्चित, (ग) तुम्हारा पक्ष सबसे मेल खाता है ?
१०९. जब तुमको लाइन में खड़े होकर प्रतिका करनी पड़ती है तो क्या तुम प्रायः
 (क) शान्ति से प्रतीक्षा करते हो, (ख) अनिश्चित, (ग) अधीर हो उठते हो और बजाय खड़े होने के चले जाने की सोचते हो ?
११०. क्या तुमको ऐसा लगता है कि तुम्हारी भावनाएं इतनी घुट रही हैं कि तुम रो पड़ो ?
 (क) अक्सर, (ख) कभी-कभी, (ग) शायद ही कभी।
१११. तुम किस प्रकार के दोस्त पसन्द करते हो ?
 (क) जो चुलबुले एवं चंचल हों, (ख) अनिश्चित, (ग) काफी गम्भीर हों।
११२. क्या तुम सोचते हो कि विनम्र होने के लिये यह आवश्यक है कि अपनी भावनाओं पर काबू रखना सीखा जाय ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
११३. क्या छोटी-छोटी परेशानियों में तुम कभी-कभी बहुत बेचैन हो जाते हो, हालांकि तुम जानते हो कि वह बहुत महत्वपूर्ण नहीं है ?
 (क) हाँ, (ख) शायद, (ग) नहीं।
११४. क्या तुम निश्चित हो कि तुमने प्रत्येक प्रश्न का उत्तर दे दिया है ?
 (क) हाँ, (ख) शायद, (ग) नहीं।



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उत्तराखण्ड-१.

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